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ABSTRACT

Designed for use in Michigan junior high schools in conjunction with the publication "Essential Performance Objectives for the Social Studies," this handbook contains over 175 social studies learning activities. Material is divided into three sections. (1) An extensive introduction considers methods for improving classroom teaching. Topics discussed include teacher responsibilities, teaching strategies, learning objectives, choosing appropriate activities, and teachers' problems. (2) The learning activities are the bulk of the handbook. Presented in charts which summarize objectives, procedure, and resources, activities reflect a wide range of teaching techniques and approaches. Some of the content and skill areas covered are: attitude formation, stereotypes, laws, consumer education, environmental awareness, resources, government systems, newspaper skills, and technology. (3) Appendices include a glossary, evaluation procedures, several social studies program models, scope and sequence designs, outlines of skills and objectives, and sample curriculum guides and policy statements. (LP)

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ESSENTIAL PERFORMANCE OBJECTIVES

FOR

SOCIAL STUDIES: ILLUSTRATIVE LEARNING ACTIVITIES

(7 - 9)

SO 015 339

MICHIGAN STATE BOARD OF EDUCATION

1983

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FOREWORD

This curriculum document, ESSENTIAL PERFORMANCE OBJECTIVES FOR SOCIAL STUDIES: ILLUSTRATIVE LEARNING ACTIVITIES (7-9), is intended primarily for social studies teachers at the elementary level (7-9). It is to be used in conjunction with the Essential Performance Objectives for Social Studies (January, 1982, Michigan Department of Education). These learning activities, developed and written by social studies teachers, curriculum specialists, and representatives from institutions of higher education, highlight the fact that a number of different techniques and approaches, depending upon the grade level and developmental stage of particular students, can be used to implement the ESSENTIAL OBJECTIVES.

The illustrative learning activities are intended as a resource for teachers, who may use them as they are written, as a model for developing other appropriate learning activities, and as a means of developing sequential and logical social studies curriculum for their own schools.

These illustrative learning activities should:

a. Be used as resources for social studies teachers.

b. Help new teachers or teachers reassigned to teach social studies after years of teaching in other subject areas.

c. Help teachers in their efforts to develop within their existing programs significant activities appropriate for the ESSENTIAL OBJECTIVES.

d. Encourage social studies teachers to expand, to improvise, and to develop curriculum by providing stimulating and exciting activities.

e. Clarify for parents, board members, and others in the community the kinds of learning activities suitable in social studies classrooms.

Phillip E. Runkel
Superintendent of
Public Instruction

1983

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INTRODUCTION

Improving the Quality of Teaching and Learning in the Classroom

1. Purpose of Social Studies Education

In Michigan we are, according to the State Board of Education's approved Rationale for Social Studies Education, educating students for democratic citizenship.[1] There is a consensus among educators that students should be prepared to assume active roles as intelligent citizens and decision-makers in a free, just and democratic society. Therefore, instruction should be provided which enables students to become self-reliant and independent, to think and reason logically and sensibly, and to be able to make just and rational decisions. Students should be encouraged to achieve their finest potentialities. Furthermore, students should be developing insights with respect to the basic premises of our democratic society. They should, consequently, acquire those skills which will help them participate effectively in society as worthwhile citizens.

Concern is often expressed by the American public at the national, state and local levels that schools are not adequately preparing students to deal intelligently with the complexities of a modern and changing world. Too few of our students seem able to cope with personal and societal problems, and they assume either passive or nihilistic roles rather than active and responsible roles in society.

2. Major Responsibilities of Teachers

The major responsibilities of teachers include the task of providing positive learning experiences for students within their classrooms, of encouraging students to take advantage of learning opportunities beyond the classroom, and of performing effectively in their roles as teachers. Students, if they are well taught, will want to learn. Also, they will aspire to performing at their highest level of achievement. Learning is a continuous process which may occur consciously or it may occur unconsciously. Good learning experiences are those which enable students to acquire factual knowledge and to learn how to learn. In searching for meaning and understanding, students should be able to adapt to a continuously changing environment and to develop and/or acquire values appropriate for a democratic society. Opportunities should then be provided for students to apply what they have learned to ordinary and unique situations. Moreover, effective learning activities should help students identify acceptable patterns of relationships among people and to understand how attitudes, values, beliefs, ideas, and feelings affect their own behavior and how people relate to each other.

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[1] Essential Performance Objectives for Social Studies, Michigan Department of Education, 1982.

3. Approaches to Citizenship Education

At the elementary level, one approach to citizenship education requires that children verbalize the core values believed to be common to all Americans, and in so doing, experience a sense of identification with our society and the values presumed to be unique to our society.[2] For example, some who favor this approach believe that children should be taught that George Washington and Abraham Lincoln were outstanding statesmen of our country. They would be accepted by the children as heroes and emulated for their courage and achievements. Thus, children would identify with the shared traditions of our American society.

At the secondary level, another approach focuses on the study of persistent social, economic, and political problems in our society at the local, national and global levels.[3] Proponents of this approach contend that the problems studied should not only be current, but also relevant and significant and that students should regard them as important and worthwhile for consideration. An example of appropriate types of problems to study would include: poverty, education, representative government and crime. The major reason advanced for studying persistent problems is that, by so doing, students would develop an understanding and concern for those critical issues which affect their personal and societal freedoms. This approach, it is thought, would provide students with opportunities to develop skills for investigating and learning about the core values of our society and the larger global community.

Another approach emphasizes the importance of students acquiring decision-making skills. A citizen in our society is constantly confronted in his/her private life with questions such as: "How can I make a wise decision?" It is suggested, by those favoring this approach, that experiences should be provided which would enable students to become involved in activities which would help them develop critical thinking skills such as defining a problem, gathering and analyzing data, hypothesizing, evaluating the process and making wise decisions.

4. Present State of Affairs: Students, Teachers and Schools

Students of today are different than students prior to World War II, before the atomic bomb, television, and computers. They are confronted with innumerable problems such as changing family roles, divorced parents, separated families, drugs, unemployment, depression, inflation, and rising costs of education. Teachers, too, are faced with innumerable problems such as discipline, physical safety, job security, and conflicting opinions as to what should be taught.

As the Committee worked on this illustrative learning activities document, they recognized that too many schools in our society are confronted with problems such as declining enrollments, lack of community support, and a lack of creative and productive leadership.

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[2] Donald W. Oliver, "Educating Citizens for Responsible Individualism 1960-1980," Citizenship and a Free Society: Education for the Future, edited by Franklin Patterson (Washington, D.C.: National Council for the Social Studies, 1950), pp. 201-213.

[3] Ibid, p. 201-227.

4.1 Declining Enrollments and Back to the Basics Emphasis

Because of declining enrollments, schools are often closed in spite of community resistence. The high cost of utilities, maintenance, and personnel makes it prohibitive to continue offering programs in schools with limited student populations. The effect upon teachers is demoralizing. Often teachers are reassigned on the basis of "seniority" and feel ill-prepared and insecure in accepting teaching assignments in content areas they are inadequately prepared to teach. This results in strained relationships among staff members. In a few school districts, efforts are made to help prepare teachers for their new assignments. However, in many cases, the teachers too often rely heavily upon a single textbook, trying to keep one lesson ahead of the students.

At the elementary level, frequently, little instruction is provided in social studies and more time is allocated for instruction in reading and mathematics because of community pressure and/or competency level testing in only these two areas. The secondary teacher, possibly unaware of the major responsibility of social studies for the development of democratic citizenship or lacking expertise for providing instruction in an interesting and exciting manner for the students, assigns the reading of one chapter after another in a rather boring and unenthusiastic manner.

4.2 Disciplinary and Related Problems

Some parents and other members of the community may feel that the schools are not "properly educating" and disciplining students. Citizens, furthermore, may feel that teachers can and should do a better job of teaching. In such instances, they may regard schools as unsafe places for their children since teachers and administrators appear to be confronted with insurmountable disciplinary problems. Drugs, alcohol, knives, and even guns are a part of the culture of many schools. Racial tensions, gangs, habitual truancy, and sexual harassment are additional problems which confront schools. The community may feel that schools have failed since these problems exist.

According to some parents, if teachers and administrators were "dedicated" and committed to teaching children and young people, most of these problems could be eliminated. At the same time, some teachers may think that parents are uncooperative and do not assume their share of responsibility in disciplining their children. There is agreement in both groups, however, that children today are difficult to manage which may, in part, be due to changing cultural norms and values.

4.3 Lack of Preparation Time

Teaching is very demanding; it is not easy. Often, teachers are not given adequate preparation and planning time to develop and organize lessons which would insure optimum learning in the classroom. Elementary teachers have the responsibility for teaching not only social studies but classes in all content areas. Generally, their schedule includes less than one hour a day for preparation. During this limited amount of time, it is impossible to develop curriculum materials; plan lessons, work with students, meet with parents and other teachers; correct papers; and perform the myriad of tasks required.

Secondary teachers are confronted with some of the same problems plus additional ones such as not enough time for adequate planning and preparation for at least two or more different content courses.

4.4 Need for Inservice Education, and Resources and Support

Teachers must have time to plan thoroughly and participate in worthwhile inservice education programs if they are to help students learn and if they are to change classrooms into exciting learning environments. Teachers should be provided with basic and supplemental materials and human resources to aid them in doing their best for students. Also, teachers should utilize the home and the community environments within their instructional plans. Many types of resources may be used to create more effective classroom instruction. Only then will teachers not rely on a single textbook and avoid the use of teaching approaches which emphasize very insignificant learnings.

4.5 Need for Recognition and Support

Teachers should be recognized and supported for outstanding performances in the classroom. Many excellent teachers feel that no one really appreciates their efforts in the classroom which includes excessive demands on their time for additional planning and preparation.

4.6 Need for Creative and Productive Leadership

If teachers need help in improving their classroom behavior, the administration and community should provide the necessary programs for professional development. These programs should be planned and organized together with teachers and administrators in an atmosphere of mutual respect and commitment to the improvement of teaching.

The problems described above exist, they cannot be ignored. The Learning Activities Development Committee perceived that, in spite of the difficulties in the schools, some efforts can be made to improve the quality of teaching and learning. These illustrative learning activities have been developed to assist teachers in their efforts to provide high quality instruction. Successful instruction is most likely to occur in an environment which takes into consideration the reality of existing problems and difficulties described above.

5. Improving Social Studies Instruction

If social studies instruction is to improve within schools, teachers must select and use appropriate and effective teaching strategies and learning activities.

5.1 Teaching Strategies

Teaching strategies are generally procedures that teachers may use to help students achieve stated objectives. Learning activities, on the other hand, emphasize the role of students--what they do, how they do it, and why they do it.

John U. Michaelis, in the fifth edition of Social Studies for Children in a Democracy, presents a teaching strategy for comparing and contrasting.[4] The purpose of this strategy is to help students clarify what is to be compared, then to identify the similarities and differences, and finally to summarize the similarities and differences. The three components of this strategy are: procedures, focusing questions, and illustrative applications. The first procedure involves the clarification of what is to be compared, that is, identifying comparable features. The focusing questions may be: What did you see? What did you read? What features did you notice? An illustrative application of this strategy may be a study of the urban problems in two cities. The next procedure deals with identification of the similarities and differences. How are they alike? How are they different? The application may involve the continued study of urban problems in two cities. Which urban problems do both have? What special problems does each one have? The final procedure summarizes the similarities and differences, using focusing questions such as: What are the major likenesses? What are the major differences? Finally, in applying the information, the students can summarize how the two cities are similar and how they differ.

5.2 Learning Activities

Numerous learning activities have been developed for teacher use. Basically, learning experiences are designed to involve students in thinking about and using content. Making a map of Michigan, studying the various routes taken by the early pioneers who settled in Michigan, asking questions about life in Michigan during the early 1900's, taking a trip to Greenfield Village in Dearborn, writing a poem about the early pioneers in Michigan, watching a film about the economic growth of Michigan, participating in a play about Michigan, and many other comparable activities are examples of learning experiences.

Using a variety of learning activities can be one of the teacher's most effective tools in trying to combat learner apathy in the classroom. It appears that a unique or different approach to learning, at least temporarily, can create greater responsiveness on the part of the learners and they will generally react with more energy, enthusiasm and resourcefulness. Using different activities should be determined, however, not solely because of their novelty but because the activities will be exciting vehicles for the realization of teacher and learner goals.

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[4] John U. Michaelis, Social Studies for Children in a Democracy: Recent Trends and Developments (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), pp. 195-96.

5.3 Selection of Appropriate Learning Activities

There is no one way of teaching that will be effective for all students. Certain types of learning activities may work well with particular students and some learning activities may not work well. Teachers have different teaching styles and students have different learning styles. The decision to use particular learning activities is generally dependent upon the teacher's academic and professional backgrounds; their willingness to experiment in using different methodology, strategies and techniques; and their support from teaching colleagues, administrators, parents and others in the community. Also, the decision should be based upon the needs, interests, and abilities of the students and the instructional objectives to be satisfied. In determining which learning activities are most appropriate, these factors should be seriously considered in planning classroom experiences.

Most important, the learning activities included in this document should be extremely helpful to teachers and teams of teachers as they are planning social studies lessons for their particular classrooms. Some of these activities can be used as they are stated; others can be used with some modification. Teachers might develop additional activities, following the format used in this document.

5.4 Guidelines for Selecting Learning Activities

There are certain guidelines to follow in selecting appropriate and effective learning activities for students. It is important that the activities provide, in fact, an opportunity for the learners to practice the kind of behavior implied by the objectives. Furthermore, the learning experiences should be within the range of possibility for the students involved and appropriate to their interests, needs and capabilities. It should also be noted that there are a number of learning activities that can be used to attain the same instructional objectives and that the same learning activity may satisfy several instructional objectives.

6. Essential Performance Objectives for Social Studies

A number of teachers from various areas of Michigan, representing different grades, participated in the development of these illustrative or sample learning activities which are based upon the Essential Performance Objectives for Social Studies. The student learning objectives were divided into three classifications: attitudes, knowledge and skills.

6.1 Attitude Objectives

Attitude objectives are extremely important in social studies instruction. Such objectives are those associated with feelings, interests, beliefs, and values. Learners cannot be forced to accept a particular attitude and/or value. Only when learners have developed new insights, deeper understandings, and satisfaction in a given situation may there possibly occur changes in beliefs, attitudes and values. It is hoped that the attitude learning activities in this document will help students develop those insights, understandings, and satisfaction that lead to "just relations among people and institutions."

A commitment to core democratic values should be obvious in teachers' behaviors, the atmosphere in the classroom, and the social studies curricula. Social studies instruction cannot focus on attitudes and values in a vacuum. Students will learn to value love and justice to the degree that they are being loved and treated justly.

6.2 Knowledge Objectives

The knowledge objectives deal with the acquisition and understanding of information. It is, however, more than merely recalling or remembering facts. It is knowledge which helps learners develop understandings and insights. Students should have opportunities to apply what they have learned to new situations, synthesize information to form new and creative ideas, and to make judgments about the value of knowledge for a specific situation or purpose. The knowledge acquired should be functional and contribute to the development of significant and relevant understandings and insights, values, and skills which will foster good citizenship. Knowledge should not be valued as an end in itself. That is, information is important as a part of the total process involved in thinking and problem solving.

Teaching in the social studies should be concerned with instrucion which leads to a high degree of learner involvement in the learning process. Value conflicts are a recognized characteristic of our society; students should develop skills in coping with conflicts. The diversity of our people, in terms of origin and beliefs, has promoted competing political, economic, and social viewpoints. Diversities also exist because of age and sex. Conflicts and incompatibilities which arise should be exposed and opened to rational study and resolution.

6.3 Skill Objectives

The final classification of objectives deals with skills: gathering, analyzing, synthesizing, and presenting information skills; socialization skills, and decision making skills. To think, students should use their reasoning power not only to examine and interpret information, but also to analyze, organize, synthesize, and apply knowledge logically and creatively in a variety of settings. Young people need to be involved in problem solving situations.

7. Curriculum Development and Instructional Methodology

It is not intended that this set of learning activities will be sufficient by itself to bring about improved social studies education in Michigan schools. Curriculum directors, administrators, professional staff development directors, teachers and students will need to use these materials as a part of their own curriculum and instructional program development process. It will be necessary for local school districts to consider how to proceed in reviewing and revising their social studies program. This will include resolving questions related to developing and/or revising their district's K-12 philosophy for social studies education; reaching consensus as to scope and sequence matters; developing and/or updating curriculum guides; selection of instructional materials; inservice education needs of staff which focus on instructional improvement and implementation of the revised social studies program; and, evaluation of program which includes student assessment.

7.1 Scope and Sequence

In the Essential Performance Objectives for Social Studies, a scope and sequence program is suggested "as a reference point" for school districts involved in the development and improvement of their programs. (See Appendix C)

Research in learning has revealed findings which can contribute to more effective teaching and greater learning although sometimes the results of such research are ignored and set aside by teachers and curriculum designers. It does take thorough planning and courage on the part of teachers and curriculum planners to be selective as to what content to teach. Everything cannot be taught nor covered. Therefore, that which is selected should be significant and appropriate.

7.2 Spiral of Conceptual Development

There are some similarities between the sequence recommended for social studies education in Michigan (See Appendix C-1) and that which was formulated by the late Hilda Taba during the early 1960's as she worked with teachers in Contra Costa, California.[5] Taba's "spiral of concept development" stresses a scope and sequence program which includes concepts such as cultural change, cooperation, and interdependence as organizing elements or threads interwoven throughout the curriculum from the first grade level through the sixth grade level. Furthermore, these organizing elements are developed from the simple to the complex, from the general to the specific, and from the concrete to the abstract.

At the first level, "Family Members--Structure and Roles and Family," the concepts are developed at the simple, general and concrete levels as outlined by Jean Piaget in his theories on the growth and intellectual development of children. At the 6th grade level the same concepts are greatly elaborated -- much more complex, specific, and abstract -- than at the first five levels. Again, the social and intellectual maturation of the students should be seriously considered as learning activities and experiences are selected.

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[5] Hilda Taba and James L. Hills, Teacher Handbook for Contra Costa Social Studies: Grades 1-6 (San Francisco, California: San Francisco State College, 1965), pp. 1-28

7.3 Curriculum Guides

Curriculum guides, courses of study, lists of suggested topics, and/or textbooks generally determine units of work to be studied in social studies classrooms. Some experienced teachers develop and use curriculum guides for more effective teaching. A curriculum guide is more detailed and precise than a course of study. The content for study and the learning activities in the curriculum guide are presented in an orderly manner, for an in-depth study of relevant concepts and generalizations. The course of study is a general statement, approved by a board of education, which contains the philosophy of the school district, the education goals and instructional objectives, and the prescribed content to be taught (See Appendix F-D).

The curriculum guide is designed to help with the development of a total learning experience for students which extends over a semester or full year. Organized, careful thinking and planning is necessary for productive teaching and learning. The curriculum guide is actually a plan made up of a number of teaching units for class work. It should, furthermore, reflect recent developments and trends in social studies education such as the interdisciplinary approach, inquiry based instruction, presentation of a model for in-depth study, use of multi-media, use of simulation and role playing activities.

The major components of the curriculum guide are: content and the organization of that content; concepts and generalizations; attitude, knowledge and skills objectives; initiatory, developmental and culminating (evaluative) learning activities; and an annotated bibliography of resources for teachers and students. The "why" and "how" of teaching should be implicit in the guide. The components, as they are developed, should be interconnected and consistent with district and school goals and objectives, and the prescribed course of study.

In implementing the curriculum guide, teachers should present the learning process in understandable terms to the students. The students should constantly be aware of the educational goals and instructional objectives of the experiences, the "WHY" of what they are doing and the "HOW" they are accomplishing the goals and objectives. The learning experiences in the classroom should be congruent with well planned and organized goals and objectives, content, and concepts and generalizations.

The recommended scope and sequence for the State of Michigan and the essential objectives should be very helpful, along with the illustrative learning activities, in developing effective curriculum guides for classroom use.

7.4 Types of Questions and Questioning Techniques

An important aspect of inquiry based instruction related to the types of questions used by teachers. The effectiveness of these learning activities is dependent upon the thoroughness of planning and upon the quality and nature of the questions which are asked by the teachers and the students.

Questions asked to promote convergent thinking are different from those which promote divergent thinking. Divergent types of questions are those which emphasize the search for many possible solutions, thinking in different and novel directions, and the ability to go off in unique directions of thought. Divergent types of questions are those for which there is no single answer, whereas, in convergent questioning there is a short answer or yes/no response.

Questions may also encourage intuitive type thinking, that is, thinking which is based on guessing, making hunches, and even jumping to conclusions. Other types of questions can lead to inductive and deductive reasoning. To develop inductive thinking, students should have opportunities through questioning, to generalize from a series of specific data. Social studies generalizations may be developed effectively through inductive reasoning. Deductive thinking involves reasoning from a given set of premises to the specific or from general overall assertations to a logical conclusion.

An example of a question leading to convergent thinking is: "What are the provisions of the Social Security Act?" A question emphasizing divergent thinking is "What is the best way to finance public schools?" Students are encouraged to make inferences and generalizations; in regard to the divergent types of question and there are many possible answers to divergent questions.

Questions can be classified in a number of ways. Most of the classifications are based on Benjamin W. Bloom's Taxonomy of Educational Objectives: Handbook I, The Cognitive Domain.[6] The first and lowest level of the taxonomy is knowledge, then follows comprehension, application, analysis, synthesis, and the last and highest level, evaluation.

An example for each classification is:

1) Knowledge: Who was the first governor of Michigan?

2) Comprehension: What were the effects of the Tennessee Valley Authority project on the economy of that area?

3) Application: What are some possible ways to diversify Michigan's economy?

4) Analysis: Why did Senator Joseph McCarthy of Wisconsin gain so much power during the beginning of the 1950's?

5) Synthesis: What are some of the reasons for economic problems during the 1980's?

6) Evaluation: Should compulsory school attendance be eliminated in the public schools?

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[6] Benjamin S. Bloom et al., eds., Taxonomy of Educational Objectives: Handbook I, The Cognitive Domain (New York: David McKay, 1956), pp. 201-207

Lower level questions or questions which ask students to recall information or to describe data are often overused in the classroom. The Michigan Essential Performance Objectives for Social Studies should help the teacher determine the kinds of questions to be asked by students and teachers. Higher level types of questions such as explanatory, synthesizing, judgmental, and open-ended ones should be used as often as possible by teachers.

Different types of questions are suited for different purposes, depending upon the stated objectives. Questions should involve students with various significant processes in reasoning, from the simple to the complex. Student questions and teacher questions, of course, should be based upon the goals and instructional objectives.

7.5 Inquiry Based Instruction

Inquiry based instruction is emphasized in many of the learning activities included in this document. It is recommended in current professional literature that inquiry based instruction should influence curriculum developers in determining how to present content within the classroom. Student involvement and interaction with the content are important aspects in inquiry based instruction. Content, however, should not be an end in itself. Students should be encouraged to use the same intellectual operations of thinking that they would use if they were involved in problem solving. The learners should be provided with opportunities to interact with the content for the purpose of acquiring meaningful knowledge, values, and skills. Since another characteristic of this strategy involves students finding out for themselves (discovery), the process is more time consuming in the classroom than the "telling" teaching technique which is better suited for "covering and sometimes burying larger amounts of content in shorter amounts of time."

Teaching students to think critically takes time. Of course, it takes less time to plan lessons which involve telling students that they are either right or wrong and then to present reasons for the correct answer. However, the latter type of teaching does not promote critical thinking, independence of thought, nor the development of significant insights by students. Moreover, classrooms under these circumstances become boring and uninteresting for students.

8. Basis of Democratic Citizenship

In summary, if students are to think freely and clearly about persistent problems, if they are to feel empathically and deeply about people who are denied human rights and equality of opportunity, and if they are to make wise and just decisions in social, political and economics areas, teachers need to provide instruction that is important, relevant, interesting, exciting and meaningful for students.

Grace Kachaturoff
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MAJOR STRANDS (GOALS) FOR SOCIAL STUDIES
EDUCATION IN MICHIGAN

Attitudes

Develop an awareness and concern for the rights and well-being of others.

Develop a positive self-concept which includes respect for their own cultural background.

Develop an understanding of and respect for people belonging to cultures other than their own.

Develop a reasoned commitment to the principles and values which sustain a democracy.

Develop the attitudes necessary for effective participation in society and government.

Knowledge

Understand the rights and responsibilities of citizenship.

Understand the role and function of law.

Understand persistent global issues and the concept of interdependence.

Understand the concepts of culture and cultural pluralism.

Understand the history and present state of their own and other cultures.

Understand economics and economic systems.

Understand how to be an effective producer and consumer.

Understand people and the environment, regions and the spatial organization of society.

Understand the role, purpose, structure and function of government and the political process.

Understand the organization of human societies.

Understand the relationships between individuals and groups.

Skills

Gather, analyze, evaluate, synthesize and present information.

Develop the social skills necessary for effective participation in society.

Develop decision-making skills.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 __X__ **Type of Objective:** **Attitude** __X__ **Knowledge** ___ **Skills** ___ **STRAND:** 2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept. OBJECTIVE: a. Identify own personal values in the contexts of family and peer values.	Have students make charts for the following: MY FAVORITE television program food sport color hobby school subject movie star recording star Have students request that their family members complete similar charts. Compare responses with those of group members. Note similarities and differences.	T.V. Retrieval chart forms

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X **Type of Objective:** Attitude X Knowledge ___ Skills ___ **STRAND:** 2. Develop a positive self-concept which includes an awareness of one's own ethnic background and culture as forces influencing one's self-concept. OBJECTIVE: b. Identify personal behavior and learning that contributes to feelings of self-worth.	Ask each student to list 1) those characteristics he/she likes about him/herself, 2) those things he/she would like to improve or change. THINGS I LIKE ABOUT ME | THINGS I'D LIKE TO IMPROVE | PLAN FOR IMPROVEMENT Have students select 2-4 points from the list (1), and develop a plan for improvement. Permit them to elicit aid/suggestions from groups and/or teacher. When improvements have been made, point should be moved to Things I Like About Me.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 __X__ Type of Objective: Attitude __X__ Knowledge ____ Skills ____ STRAND: 2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept. OBJECTIVE: c. Identify criteria for judging individual goals.	Have students select a well known person from a list obtained by brainstorming, or given by the teacher. Students should obtain information about their selectees in terms of the following: -place and date of birth -early childhood -stated or inferred goals -circumstances that influenced his/her goal decisions Have students share information for class retrieval charts and for discussion.	Encyclopedia Reference books from library

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 _X_ Type of Objective: Attitude _X_ Knowledge _____ Skills _____ STRAND: 2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concepts. OBJECTIVE: d. Seek out individual goals in accordance with values and needs without infringing on the rights of others.	After a brainstorming session, list student responses to the following questions: What do you admire? What was his/her apparent achieved goal? Why do you think they (he/she) selected that particular goal? Have students list: 1) their goal choices 2) reasons for goal decisions 3) implementation plan for personal goal achievement. Discuss, as a class, goal plans in terms of: 1) practicality and/or reality 2) respect for rights of others.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 _X_ Type of Objective: Attitude _X_ Knowledge ____ Skills _____ STRAND: 2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept. OBJECTIVE: e. Recognize strengths and heritage of one's background.	Introduce and show filmstrips, and other materials, depicting contributions of ethnic groups in America. After viewing materials, have students list individuals and their contributions. Make certain that all ethnic groups in class are represented. INDIVIDUAL CONTRIBUTION GENERALIZATION Students will select one individual from their ethnic group and prepare a report on the accomplishments of that person.	"Minorities Have Made America Great." (filmstrip) Warren Schloat Productions

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude X Knowledge ____ Skills ____ STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: f. Recognize sources of value.	Have students view TV programs or read selected stories in which young people are featured. Have students note: behavior of young people behavior of significant adults apparent values of all significant persons: a) what do they like? b) what do they believe is right or wrong? Have class discussion noting the above responses. Brainstorm reasons for behavior and beliefs of young persons.	TV Selected stories

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic background, and culture of others. OBJECTIVE: a. Recognize strengths and weaknesses of cultural diversity in society.	1. Show students pictures of various areas of the United States. Include an industrial area, cities. small communities, farms, harbors, ethnic communities. Show as many different environments as possible where people have different life sytles and occupations. 2. Ask for student responses to the following questions and record responses, if possible. a) What differences do you expect to find in the people living in different areas? b) What do you think would happen if everyone lived in exactly the same environment? c) What advantages or disadvantages would there be if everyone were the same? If everyone were different? 3. Have students evaluate their responses and discuss how the subculture of the Unites States contribute to the diversity of our American culture. 4. Conclude the lesson by having students decide whether having such a diverse culture makes the U.S. a stronger or weaker nation.	Pictures can be found in various travel guides, magazines, calendars, or private collections. They should be in color and large enough for the class to see without difficulty. A good source for pictures is: Ramsy, Bruce. Under All Is the Land. Chicago: National Association of Real Estate Boards, 1969.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 ~~X~~ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds and culture of others. OBJECTIVE: b. Identify people worthy of emulation and the reasons for doing so.	1. Read Robert Cormier's The Chocolate War. This is the story of a high school boy who expresses his individuality by refusing to participate in the school's annual chocolate sale. He is subjected to alienation and criticism by both the faculty and the student body. 2. Have students write a composition using any four of the following questions: a. As Jerry first appears in the book, would you consider him to be a strong or weak character and why? b. When Jerry initially refuses to sell the chocolates, what are his reasons? Is he allowing himself to become a victim of peer pressure? c. When Jerry continues to refuse to sell the chocolates, do his reasons for doing so change? If they do, what are his new reasons? d. What were some of the things Jerry was forced to endure from other students and teachers as a result of his actions? e. Do you feel that Jerry is someone to be admired? Why or why not? f. Do you think that you could do what Jerry did? Why or why not?	Cormier, Robert. The Chocolate War. New York: Dell Publishing Co., 1974.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds and cultures of others. OBJECTIVE: c. Identify ways of avoiding behavior which stereotype and alienate others.	Stereotypes are generalizations which are applied to a people because of their race, sex, ethnic background, or religious beliefs. 1. Have the students name common stereotypic traits that are applied to various groups and list them on the chalkboard. 2. Have the students try to list reasons other than race or sex that can account for these traits in people. 3. Ask the students if they know examples of people who do not match their presumed stereotype or examples of people who match the stereotype but are not of the "proper" race or sex for that stereotype. 4. Have the students evaluate their own conformity to their own conceptions of the common stereotype for children of their age. 5. Direct the students to seek out examples of people--contemporary or historical--who do not match their stereotype. 6. Discuss the historical and contemporary examples and the example of the students themselves as evidence of the need to evaluate people as individuals and not as types.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X **Type of Objective:** Attitude X Knowledge ___ Skills ___ **STRAND:** 3. Develop an appreciation of the values, ethnic backgrounds, and culture of others. OBJECTIVE: d. Identify beliefs and values of other persons and groups.	1. Read A Raisin In The Sun which deals with a Black family's dream of escaping the ghetto and moving to a nice home in the suburbs. 2. Read Langston Hughes' poems, "The Dream Keeper", "Dreams", "Water Front Streets", "I Too" and "Mother To Son" which deal with being black in America and holding on to dreams that may never come true. 3. Have students prepare to discuss the following questions: a) How does Hughes' poetry reflect his feeling about being Black? How does the family in A Raisin In The Sun feel about being Black in America? Consider the time that these works were written. b) Why is moving out of the city or the ghetto important to Blacks as well as whites? c) How do they feel their lives will be changed? d) Why is it important for various cultures to hold on to dreams?	Hansberry, Lorraine. A Raisin In The Sun. New York: Random House, 1959. Hughes, Langston. The Dream Keeper. New York: Knopf, 1932.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: e. Recognize relationships, conflicts, commonalities, and differences among beliefs, values and behaviors or other persons and groups.	1. Discuss tolerance and prejudice with class to determine their knowledge, awareness, and attitudes. Ask for suggestions as to how they could approach such a study and what questions they might consider within the study. 2. Using a tape recorder, have each student interview a senior citizen or a member of an ethnic group. Students can list questions which would be helpful in gaining information about the conflicts, experiences, problems, and living conditions encountered by the individual interviewed: Why did the family come to the U.S.? Where did they settle and why? How did the family survive? It is important to get into the "Why" and "How" of events, attitudes, behaviors. Students might also delve into the particular ethnic customs or holiday celebrations. 3. As a follow-up, have students relate in class the information they derived from the interviews. Encourage the asking of questions by other class members. Encourage the interviewer to play what might be considered especially meaningful or interesting parts of the tape. Much interaction should ensue. 4. Students might put a chart on the board listing such things as: ethnic language, religion, origin, problems. List on the chart items gained from the interviews and class discussions, adding other categories as desired such as jobs, customs, and holidays, for the basis of comparison. Students will begin to note many similarities among various ethnic groups represented: they will discover how the effects of various influences on groups and individuals have helped shape lifestyles. A wrap-up composition could ask for students' evaluation of this activity and what they gained.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds and culture of others. OBJECTIVE: f. Express willingness to interact with others of varying background.	1. Have students prepare a 2-3 minute oral report on one of the following topics, issues: a. Choose a group that you feel has been victimized by isolation, greed, or any other reason and tell how and why they have become victims. b. Choose a group that you feel you could personally help and tell how, specifically, you would accomplish this. c. Choose a group of people whom you feel have endured especially severe persecution, but have still managed to survive. Why do you feel they have managed to survive?	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 x Type of Objective: Attitude x Knowledge _____ Skills _____ STRAND: 4. Develop a reasoned commitment to the principles and values which sustain a democracy OBJECTIVE: a. Accepts the rights and responsibilities of democratic citizenship.	Have students find similarities between classroom and school rules and civil or criminal law. An example could be a school rule related to fighting among students. Have the students define the terms: assault, battery, perpetrator, victim. Emphasize to the students the need for responsible behavior so that each learns that it is important for her or him to avoid being a perpetrator or a victim. Point out that some school rules are similar to laws which are needed to protect the rights of all citizens.	Dictionary

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 x Type of Objective: Attitude x Knowledge _____ Skills _____ STRAND: 4. Develop a reasoned commitment to the principles and values which sustain a democracy. OBJECTIVE: b. Respect and support the role and function of law in a democracy.	Have students discuss the way they would like to have the class called to order and dismissed. Once a plan is selected that is satisfactory to the students and the teacher, have students identify the crucial parts of the plan and make rules to deal with those parts. Test the plan and rules and make refinements, additions and deletions as desired. The plan for an orderly beginning and closing of each class period can then be shared with the student council or other interested teachers and students. Point out that rules and laws are made to protect the safety, peace, rights, and property of ourselves and others, however, if a <u>law</u> is broken the penalty is usually more severe and the major concern is whether the person accused of breaking the law is guilty or not. If someone breaks a <u>rule</u> the concern often is to determine why the rule was broken and how to persuade the person to follow the rule in the future.	Monographs "You and the Law", 1975. State Bar of Michigan 306 Townsend Street Lansing, MI (517)372-9030 "Students Rights and Responsibilities in Michigan", Office of School and Community Affairs, Box 420 Michigan Department of Education, Lansing, MI 48902 (517)373-3260

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 x Type of Objective: Attitude x Knowledge _____ Skills _____ STRAND: 4. Develop a reasoned commitment to the principles and values which sustain a democracy. OBJECTIVE: c. Respect and support the role and function of responsible dissent in a democracy.	Have each student list the advantages of living in a city, a rural area and a suburban community. Have each student list the disadvantages of living in a city, a rural area, and a suburban community. Compile the lists of advantages and disadvantages. Choose two or three students who are willing to present their rationale for wanting to live in a city and repeat the process for preference for a rural area and a suburban community. Summarize the activity by pointing out that individual preference is tolerated and safeguarded in our society in that people are permitted to choose whether they wish to live in a city, a rural area or a suburb. Point out that each person's right to choose must be respected in the classroom as well as in the larger society so that freedom of speech and other expressions of preference become a part of a student's life and consciousness. Have the class discuss what they feel people should do if a law were passed ordering everyone to live in the country. (This was done in Cambodia recently.) Lead the students in a discussion of the appropriate ways to protest so that other laws against disturbing the peace or planning to overthrow the government are not violated.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: a. Encourage ethical and legal behavior in self and others. 39	Present class with actual data on vandalism repair costs in school and community. Have groups try to find out: 1) what damages occurred, at what sites, and when 2) whether any perpetrators were apprehended 3) breakdown of labor and materials costs for repairs 4) sources of revenue for repairs and alternative uses for those funds 5) official policy or practices to deter vandalism. Assign individual essays discussing possible reasons for vandalism and recommended deterrants and punishments.	Character Education Kit, American Institute for Character Education, San Antonio, TX (S,T). Juveniles and the Law, unit book from Xerox Education Publications (S). Nobody Told the Johnson's Daughter the Facts of Life, shoplifting pamphlet from General Mills Consumer Center (S). Current Consumer, periodical from Curriculum Innovations $4.50/semester (S,T). 40

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: b. Comply with local, state and federal laws.	Invite law enforcement or other appropriate education program representatives to inform students of: the major laws affecting them; the reasons for the laws; the possible consequences to lawbreakers, family and friends; the innocent victims of law violations; the social problems caused by widespread misuse by young people of alcohol, drugs and tobacco. Discuss how attitudes toward law in general and toward specific laws are shaped and influenced. Consider the effect of TV, giving specific examples from recent shows. Follow up with student presentations or essays which require students to look at such law violations from a different viewpoint than their own.	Drug Abuse Prevention for You and Your Friends, pamphlet from National Institute on Drug Abuse (S). Youth and the Hazards of Affluence, book by Graham Blaine from Harper Colophon Books (T). Strategy for Teaching Social Reasoning, filmstrips and cassettes from Guidance Associates (S,T). Current Consumer, periodical from Curriculum Innovations, $4.50/semester (S,T).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: c. Work toward elimination of "unjust" and "unworkable" laws and regulations. 43	Select a controversial law or regulation and assign students to a variety of viewpoints regarding the issue. Emphasize the importance of considering multiple perspectives before accepting a label or judgment concerning a given law or regulation, e.g. 1) requiring all senior citizens to take annual driving exams (differs from state to state) 2) compulsory attendance at school until age 16 3) FCC regulation requiring licensing of all CB operators. Have students conduct surveys and a library search on their assigned viewpoint and present them in straightforward or debate format. Discuss which special interest group would consider laws or regulations such as those given as unjust, and who would favor them. Discuss the attempt in a democracy to find a reasonable balance between individual or special interest rights and the perception of what is of most benefit to the society as a whole. Emphasize the inevitable tension between these conflicting principles and the necessity for reasonable compromise.	Law as a Tool, filmstrip and cassette from J.C. Penney (S,T). Innocent Bystanders, film from Joint Council on Economic Education (S,T). Government Services for Consumers, book by Francis Coor from Pendulum Press (S,T). Law and the Consumer, book by Berger and Teplin from Houghton Mifflin (S,T). 44

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: d. Defend rights and liberties of all people.	Examine the Declaration of Independence statement of belief about "inalienable rights". Provide students with recent data on selected nations, their populations, their educational policies and indications of which nations have reasonably free elections and legal systems which attempt to protect the rights of individuals. Indicate the prevailing pattern of fewer nations providing these freedoms and have students prepare for and conduct a forum to address the dilemma of how to promote protection of rights and liberties of one category of citizens without violating the rights of others.	Superheroes of Macro-economics, book from Follett Publishing (S,T). You, the Consumer, filmstrips and cassettes from Society for Visual Education (S,T). Government and the Economy publication of the Joint Council on Economic Education (T). Readers Guide to Periodical Literature, for up-to-date articles).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE e. Support equal opportunity in areas of life such as politics, housing, education, employment and recreation. 47	Provide students with information on current laws and local ordinances concerning housing, and discuss the groups which such statutes and regulations are designed to help. Assign specific situations for role playing and have students present the different perspectives. React to each skit with discu-sion of individual responsiblity, e.g., Responsible landlord who has had to pay for major repairs by previous male student tenants and wants to rent to females only. Male student applicants. Homeowner whose friends/neighbors expect him to find some way around the law to keep their neighborhood segregated when selling his house. Buyer of different race who wants to purchase the house.	Less and More, "Trade-Offs," film from Joint Council on Economic Education (S,T). Leases and Landlords, book by Thypin and Glasner from EMC Corp. (S). Consumer Economics and You, film from Encyclopedia Britannia Corp. (S,T). Master Curriculum Guide, Part II: Stragegies for Teaching Economics, Junior High School Level (Grades 7-9., $6.00 from the Joint Council on Economic Education (T). 48

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: f. Recognize that individual civic action is important.	Prepare a list of local civic organizations and local government units and discuss how to locate general information about the organizations and the names of current officers and officials. Divide class into groups to prepare to contact representatives of civic organizations and local government units. Use library resources and seek information from adult friends and neighbors about the assigned group. Plan for a phone (or in-person, if possible) interview with an official to discover 1) how individual citizens may participate actively, 2) current local rpblems which require citizen involvement and 3) the names of specific members of the community who have effected significant change. Discuss plans in class and share ideas for courteous effective interviews. Conduct interviews. Contact persons recognized for their individual contributions for further information on what they've done and why. Prepare oral reports and graphic displays for use on bulletin broads. Select appropriate individual or class projects in Activity g.	State Your Claim, book by Thypin and Glasner from EMC Corp. (S). In the Public Interest, film from the Council on Better Business Bureaus (S,T). Current Consumer, periodical from Curriculum Innovations, $4.50/semester (S,T). Master Curriculum Guide, Part II: Stragegies for Teaching Economics, Junior High School Level (Grades 7-9), $6.00 from the Joint Council on Economic Education (T).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: g. Work for improvement of conditions by applying personal skills. 51	Refer to the local problems which were identified in the previous activity (f), and divide students into small groups to work on the problems of their choice. Have students research the problem first in print, then with media representatives and with appropriate officials and other citizens. Students should prepare an action plan for improving the problem situation, and identify the types of information and skills needed for each part of the plan. Action plans should be designed as official recommendations to appropriate government or civic groups and presented to the class in mock business meetings of the groups selected. If design is adequate, students should be encouraged to present their plans to the selected groups.	If It Doesn't Work . . . Complain, film from Journal Films (S,T). Victorious Victim, pamphlet from the Consumer Law Training Center (S). Current Consumer, periodical from Curriculum Innovations (S,T). Master Curriculum Guide, Part II: Stragegies for Teaching Economics, Junior High School Level (Grades 7-9), $6.00 from the Joint Council on Economic Education (T). 52

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: h. Participate in government.	Ask students to bring to class article or pamphlets about tax supported services, prepare a bulletin board separating the services into appropriate categories. Assign groups to discover the types of citizen involvement required or permitted in each area. Invite one or more citizens active in some aspect of local government to meet with the class and discuss the responsibilities of public service.	Taxes: Who Needs Them? film from Handel Film Corp. (S,T). How Much Does America Cost? book by Roy Doty fro- Doubleday and Co. (S). Current Consumer, periodical published by Curriculum Innovations, $4.50/ semester (S,T). Master Curriculum Guide, Part II: Strategies for Teaching Economics, Junior High School Level (Grades 7-9) $6.00 from the Joint Council on Economic Education (T).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 x Type of Objective: Attitude _____ Knowledge x Skills _____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: a. Know specific constitutional rights and liberties guaranteed in the U. S. Constitution and state constitutions.	Have the students bring newspaper articles of events involving groups of people. Select several articles and divide the class into small groups. Provide each group with a copy of the Bill of Rights of the Constitution of the United States. Have each group identify which rights of the U. S. Constitution provided the people the right to engage in the activity described in the article.	Several copies of the Bill of Rights of the Constitution of the United States.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3_____ 4-6_____ 7-9 X Type of Objective: Attitude_____ Knowledge X Skills _____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: b. How rights have been denied various groups and individuals. 57	Have students read and discuss the rights lost by people in prison or with records of having committed and been convicted of crimes more than one time. Have students discuss which of the rights these individuals and groups are denied that are provided by the Constitution of the United States.	Several copies of the Constitution of the United States. "You And The Law," and other monographs by the State Bar of Michigan, 306 Townsend Street, Lansing, MI 48933 Telephone: (517) 372-9030 58

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 x Type of Objective: Attitude _____ Knowledge x Skills _____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.	Have the students discuss rights of individuals and groups that are violated when the nation is at war. Examples could include selective service and the movement of American citizens of Japanese descent from their homes on the west coast during World War II. Help students understand that such actions that conflict with individual rights are authorized as necessary to national defense and the general welfare.	"Law in a Free Society." Suite 600, 606 Wilshire Blvd., Santa Monica, CA 90401

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 _x_ Type of Objective: Attitude _____ Knowledge _x_ Skills _____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: e. Understand statements of basic human rights found in oral tradition and documents such as: constitutions, declarations and treaties.	Have students read the Bill of Rights of the Constitution of the United States. Have the students define the statements of Bill of Rights. Have each of the students state or write one or more of the ten amendments known as the Bill of Rights in his/her own words.	Copies of the Bill of Rights of the United States Constitution.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 x Type of Objective: Attitude _____ Knowledge x Skills _____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: f. Understand the role and function of responsible dissent in a democracy.	Have the students select a federal law or city ordinance that they feel is unfair or unpopular. Have the students form a committee to study the issue, find support in materials and people, and design a plan to protest. Have the committee report to the total class in an effort to persuade other students to assist in the plan to protest in a responsible manner.	Kit of materials "The Citizenship Awareness Program." Western Union One Lake Street Upper Saddle River New Jersey 07458

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 x Type of Objective: Attitude _____ Knowledge x Skills _____ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: g. Understand importance of participation in society and governments both as an individual and as a member of a group.	Have each student keep a diary or log of things he/she does for one day. Have each student identify some of the ways that governments and society had a direct influence on his/her actions. Have the students discuss how influences can be positive or negative. Have students discuss what people can do to keep the positive influences and change the negative influences of governments and society.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: a. Understand the purposes of law.	Case 1. One person is shipwrecked on a deserted island. This island is not close to air or shipping routes. There is little chance of being discovered. Case 2. Sixty passengers from a cruise liner are shipwrecked on a deserted island. This island is not close to air or shipping routes and there is little chance of being discovered. 1. Ask students to decide whether there is a need for the establishment of laws in both or either case. 2. Ask students to brainstorm circumstances under which laws would be necessary in Case 2. Rules for Brainstorming (these should be posted) 1. Say anything that comes to mind. 2. Piggybacking on the ideas of others is good. 3. Don't evaluate or criticize what others say. 4. When you can't think of anything else, wait a minute and try again. 3. Have students arrange ideas in groups that seem to fit together. Students should give reasons why they would put a particular idea in a particular category. 4. Heading should be given to each category which reflect the purposes of law(s), e.g., safety, health.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 __X__ Type of Objective: Attitude _____ Knowledge __X__ Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: b. Understand the development of legal and judicial procedures.	Using the following documents, discuss with students the historical background which led the founders of the United States government to provide for certain legal and judicial procedures: - The Magna Carta - The Mayflower Compact - Writ(s) of Assistance - Bill of Rights - 14th Amendment	"Due Process of Law Denied." This film contains excerpts from "The Ox-Bow Incident" which portrays the lynching of three innocent men by Nevada townspeople in 1885 when an unsubstantiated report of a murder results in the formation of an illegal vigilante group.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: d. Understand how the law limits governmental action constitutionally.	Have students list the constitutional guarantees you are entitled to if you are arrested by the police. There are a number of defendant's rights violated in the following story. How many can you identify? "The burglar alarm was still ringing when the police pulled up in front of the store. Jack, standing near the smashed window, looked startled and confused. The police jumped from their car and ordered him to throw his arms against the wall. They searched him and found $300 cash in his pocket. Jack was immediately arrested on the charge of breaking and entering and was taken to the station house. No other conversation took place. He was subsequently interrogated by two teams of police for nearly 13 hours. During that time, Jack was told he could call his lawyer after the interrogation was completed. Eventually, Jack confessed to the crime, at which point he was allowed to call his attorney who was present as the police officially booked him." Analysis: Jack was not informed of his "Miranda" rights at the time of his arrest: i.e., his right to remain silent and his right to counsel (5th and 6th Amendment). Additionally, he should have been advised of his right to be provided with free counsel if he couldn't afford to retain his own attorney. Jack also should have been told that he could contact an attorney before, not after the interrogation. In an actual case, Jack's confession would probably have been judged as inadmissible evidence because of these violations.	Miranda Warning Bill of Rights

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: e. Understand the dynamic nature of law.	Show and discuss the film - "Justice Under the Law: The Gideon Case." This film illustrates the landmark decision that extended a person's right to an appointed attorney in state courts through the 14th Amendment.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: f. Understand the limitations of formal legal processes in settling disputes.	In our society disputes are settled by: Courts Negotiation Arbitration Mediation 1. With these words on cards, prepare a card sort which would clarify meanings. (Cards might read as follows:) Two people discuss and resolve the problem. Two people and their attorneys discuss and resolve the problem. A settlement is achieved before a court case comes to trial. A third person helps the disputants to find a solution. A go-between persuades the two sides to compromise. A third party listens to arguments and makes decision. The dispute goes to court and is tried there: a decision is reached by judge and/or jury. 2. Once it is clear that students understand the above terms, have them consider the situations listed below and decide the best methods for settling the disputes. 3. Students should discuss their reasons for their selections. a. A parent agrees to pay all of his daughter's college expenses but later changes his mind. b. A stereo you bought broke after two weeks and the salesperson refuses to fix it. c. A landlord will not make needed repairs because he believes the tenant caused them. d. A labor union and an employer disagree over the wages and conditions of employment. e. A married couple wants a divorce. f. The Internal Revenue Service sends you a letter stating that you owe another $200 in taxes. You disagree.	"Settlement Without Suit", A Guide for Teaching Criminal Law, ESEA Title IV-C, Ann Arbor, MI, p. 163. Street Law, West Publ. Co., 1980, p. 21.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: g. Understand how conflicts in laws or principles are resolved.	Ask students to find news items reporting conditions that could lead to tension or conflict between groups. They should collect for a scrapbook clippings that present different points of view. Students should: 1. Describe the issue(s) involved. 2. Explain arguments by different sides and alternative solutions proposed. 3. Propose procedures and laws that would help resolve the problem in a fair manner. Other tasks students could be asked to do that would grow out of this assignment include: 1. Matching arguments with particular points of view. 2. Identifying what values underlie different points of view (freedom, equality, domestic tranquility, order, justice). 3. Developing a timeline of events related to the conflict, or developing a set of pictures illustrating key scenes from the developing story. At various times, the teacher could ask students, "What role is law playing in these events?" 4. Probing what roles are being played in the conflict by government officials, lawyers, the courts, and the city council. 5. Asking how law can be used in this situation to promote peace and justice.	News magazines Newspapers Television

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: h. Understand how laws may create conflicting moral obligations.	Discuss with students the following issues: - "Mercy" killing - Cases in which life is sustained by machines - The military draft - Preferential hiring for women and minorities Divide students into four small groups and have each group prepare a listing of possible reasons for people to take opposing positions and possible consequences.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 _x_ Type of Objective: Attitude _____ Knowledge _X_ Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: i. Understand that the judicial system provides for both public and private justice.	Ask the students to bring in pictures and articles from magazines about animals and make a bulletin board of this material to use as a basis for discussion. To get printed material related to proper treatment of animals, the class may write these groups: Society of the United States (2100 L Street, N.W., Washington, D.C. 20037) or contact the local humane society or city hall. The class may invite to class an official from the city's animal control unit or from the local humane society. Students could discuss with these people what kinds of local ordinances exist to protect animals or protect people from animals that may be dangerous. Many legal questions could be discussed, such as: - What responsibilities do pet owners have to their pets and to their neighborhood? - Why are laws related to animals needed? - What sorts of penalities exist when people violate ordinances related to the care of animals? - How well are laws related to animals enforced? - What courts have jurisdiction over cases related to violations of ordinances pertaining to animals? - How adequately have local laws provided for the proper care and treatment of animals?	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 __X__ Type of Objective: Attitude _____ Knowledge __X__ Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: j. Understand how laws can be changed.	Students may take part in an initiative petition drive by joining a group already formulated to work toward this end or they may investigate how the initiative process works. Students can predict and analyze the consequences which might result from the proposed change.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: k. Recognize the differing functions of the civil and criminal judicial systems.	Stage or pose a variety of situations such as those below: 1. John Dade robs a savings and loan office with the loss estimated at several thousand dollars. Mr. Dade was apprehended by the police two days later and brought to trial. 2. While driving her car, Mrs. Wilson is struck from behind by another car going at a high rate of speed. Extreme damage was evident in both cars, and Mrs. Wilson complained of severe neck and back pains. Mrs. Wilson's doctor verified this injury, and she brought suit against the other driver. Have students indicate whether the case is civil or criminal or both, and have them give their reasons. (Situation 1 above is an example of a criminal case. Situation 2 is clearly an example of a civil case and perhaps also a criminal case if the other driver was exceeding the speed limit or driving recklessly.)	The following resources can be found in, A Guide for Teaching Criminal and Civil Law, ESEA Title IV-C Project, Ann Arbor, Michigan: 1. "Henry's Problems," p. 158. 2. "Civil Law," p. 159. 3. "A Civil Law Glossary," p. 160.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: 1. Know individual rights within the criminal justice system.	IF YOU ARE ARRESTED, YOU HAVE THE RIGHT... -to be silent and refuse to answer questions. / -to have a lawyer and witnesses to defend you. / -to be told what crime you are accused of. -not to pay unreasonably high bail. / -to a public trial by an impartial jury. / -to see and hear the witnesses against you. -to have a lawyer present when police question you. / -not to be a witness against yourself. / -not to be tried twice for the same crime. 1. Copy the above chart on the chalkboard. 2. Have students read the chart and answer true or false (orally or on sheet of paper) to the following statements: 1. If you are arrested by policy, you must answer all their questions. _____ 2. If you are arrested, you have the right to a lawyer. _____ 3. The trial of an accused person can be held in secret. _____ 4. An arrested person must be told what crime he or she is accused of. _____ 5. A person can be tried several times for the same crime. _____ 6. In a criminal trial, only witnesses against the defendant can be heard. _____	

Adapted from Real Life Citizenship, Dykstra, Fiedler and Wilson. 1979. Scholastic Magazine, IN.
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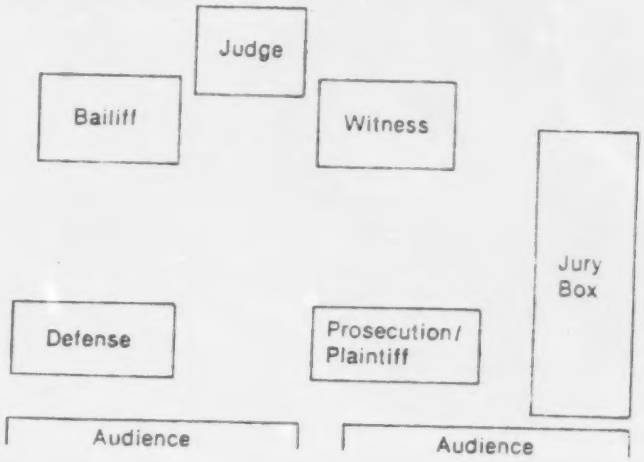
OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: m. Know the duties of participants in the court.	Have students conduct a mock trial. Before the trial students should discuss the role of court participants. Acting out the trial will give students opportunities to experience the duties of court members. Layout of Classroom  	"Conducting the Full-Scale Mock Trial," A Guide for Teaching Criminal and Civil Law, ESEA Title IV-C, Ann Arbor, Michigan Project, pp. 92-98. "Mock Trial 2: Duncan v. Wilson". Ibid, pp. 104-104.6. Law: You, the Police and Justice, Scholastic Book Services, 1971, pp. 75-76. Law in American Society Journal 3, No. 2, pp. 31-37. Leader's Handbook, Law in a Free Society, 1977, pp. a7-a9.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: n. Understand factors that might affect justice.	1. Ask the question, "Is protection under the law truly equal for all groups in America regardless of race, creed, national origin, or economic status?" List ways in which students may believe it is unequal. 2. Show film "Justice Under Law: The Gideon Case". 3. Ask Question 1 again. If students still believe protection under the law is unequal, ask how Gideon was an exception. Ask also how the legal system may be used to get more equality before the law using the Gideon case as an example? Students may examine other cases using news articles and books on the Supreme Court to find how people have used courts to promote equal treatment under law.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: a. Understand interrelatedness of local and national problems with those confronting the global society.	1. The class is divided into 5-6 small groups. Each small group is responsible for selecting one topic/issue from the following list for study: Food — Poverty Environment (pollution-ecology) — Population War/Conflict — Health 2. Have each group accept responsibility for preparing illustrated written reports to share with the entire class which focus on items such as: a) Various countries and areas of the world where the particular topics/issues which they have selected for study are of particular importance. (Care should be taken to avoid failing to identify aspects of the topic which apply to the United States and/or industrialized nations as well as the underdeveloped nations) b) Pertinent and accurate information about the geography, history and culture of the nations/areas which are targeted c) Reasons why the topics/issues are important for students to study d) Preferable responses and possible actions which can/should be taken to improve upon the situation. 3. Each group should use large maps, charts, graphs and other appropriate types of displays, exhibits and visuals to help other class members understand what is being presented.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: b. Understand that unsolved problems elsewhere in the world often impact upon the United States.	1. Many classes give a period to current events almost regularly each week by using daily newspapers, magazines and periodicals found in the library. Some of these events happen elsewhere in the world; (e.g., hard times in Mexico; instability in Central America; poor crop yield in some place or other; and, unsettled conditions in the Middle East. 2. Along with questions about what happened and why these events or conditions happened, teachers can provide opportunities for students to discuss the events, do background reading and study on the countries and areas of the world where the events are focused; read and study about particular topics/ issues to develop background knowledge about them (e.g., unemployment, poverty, food) and prepare written/oral reports which include information about how the United States is affected by events which occur elsewhere and possible responses or actions U.S. citizens/government can/should make.	Student newsmagazines Ordinary TV news programs

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: c. Understand that criteria for evaluating personal and social problems may vary from culture to culture. 88	1. Toward the end of some study of world resources and/or cultures, the class will hold a mock global conference on utilization of natural resources. 2. Students first divide into groups to represent one of five participating cultural groups (may be imaginary only culture). Each group is provided with a short description of the culture. 3. At the outset each group is to develop a statement of how the cultural understandings they share may influence their use of resources. They consider such points as the kinds of resources, the quantity, whether the cultural group develops new resources or new ways of using resources, and how their use of resources affects other cultural groups. 4. Then each group presents it statement to the class. The class as a whole asks questions designed to help representatives from various countries or areas of the world understand that the criteria for evaluating how to use resources varies from one group/culture to another.	This activity is written up in "The Geographic Route to a Global Perspective," Number 101 of Intercom April, 1982. The issue was prepared in cooperation with the Indiana University Social Studies Development Center. Intercom is published by Global Perspectives in Education, 218 East 18th Street, New York City 10003. Materials needed for student use are included and may be reproduced for classroom use 89

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs and value systems. OBJECTIVE: a. Understand the concept 'culture'.	1. Have students read the article "Body Ritual Among the Nacirema". Make certain that those who realize what it is about do not tell others. 2. Ask the students to list the cultural elements they can identify in the article. Write responses on the chalk board. 3. Ask students for any additional cultural elements they can think of that can be included in the culture but were not identified in the article (for example, food, clothing, mating rituals). Record responses. 4. Ask students to identify those things in the article that resemble something in their own culture. 5. When students have recognized that the article describes their culture, ask the concluding question, "Do you feel this article accurately describes your own culture--why or why not?". Students should be made aware that how a culture is perceived depends on the person viewing it. 6. As a written assignment, ask each student to write a description of his own culture. Include as many of the elements of culture listed in #3 as possible.	"Body Rituals Among the Nacirema", written by Horace Miner, appeared as part of the followi g: Cleveland, Alice Ann, Craven, Jean, and Danfelser, Maryanne. "Universals of Culture." Intercom 92/93 (May 1979): 13-15.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs and value systems. OBJECTIVE: b. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs according to their culture. 92	1. Read Lanston Hughes' short book, Black Misery. Each page of the book describes something in a Black child's life that makes him or her miserable. 2. Through discussion have students express ideas and feelings about the following: a. Recognize that misery encompasses a lot of things if you are Black in a white society. b. Realize that a Black child has the same needs to be recognized, accepted and trusted that all children do. c. Realize that it is difficult for a child to understand that he or she is not treated like other children. d. Suggest ways that a Black child may overcome these problems. e. Suggest ways that you can help him to become a more integral part of society without losing his cultural identity.	Hughes, Lanston. Black Misery. New York: Paul Eriksson, Inc. 1969 93

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs, and value systems. OBJECTIVE: c. Understand that the culture of a people is composed of their values, beliefs, social organization, economic activities, technology, and artifacts, political life, esthetic and religious expression which combine to create their life style.	1. Have the entire class study a contemporary society such as a) Arunta of Australia b) Hopis c) Ashanti d) Hausas. Have the students get a general understanding of the society's culture. 2. Divide the class into groups. 3. Assign each group one aspect of the society's culture. Have them study the topic. Inform the students they will give a presentation (show a film, give a report, show slides or demonstrate rituals) on the specific area of the society. 4. Students will locate information about values, beliefs, social organization, technology, economic activities, political life, esthetic and religious expression, artifacts. 5. After each group gives their presentation, assign group members to gather pictures of one aspect of the culture that is different than the one they studied in their presentation. 6. Inform the students that with their pictures, the entire class will construct a collage of the society's culture and lifestyles. The collage should include: a) economic activities, b) social institutions, c) political life, d) technology, e) values, and f) artifacts.	Magazines Books Films Slides Projector Pictures

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs, and value systems. OBJECTIVE: d. Understand that culture is learned, differs from society to society, and is the prime determiner of individual and group behavior.	1. In groups of five, have students create a culture of their own given the following situation: "The world has been involved in a devastating nuclear war. All signs of any previous civilization have been completely destroyed. There are, however, five people who have managed to survive. Three are female and two are male." Adjust membership in groups according to individual classes. 2. Have students create their own government, economy, social class, educational system and means of communication. 3. Also have them identify values and beliefs. 4. Ideas could possibly be based on things that students admire about other cultures. Warn against being too idealistic. They should consider and evaluate problems that may arise in their new situation.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs, and value systems. OBJECTIVE: f. Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.	1. Have students read about any two cultural groups. 2. Class Discussion: a. In what way are the descriptions of the societies similar or different? -- Do families tend to be large or small? -- Are males dominant over females in the society? -- Are male and female roles traditional? -- What are the roles? -- Do grandparents live with the family? -- How are marriages arranged? 3. How does the society meet basic needs? 4. Is the family a strong influence in both cultures in determining the role of the individual? Do parents choose occupations for children? Give examples. 5. Would you predict that the family has the same motivations and desires everywhere based on the readings? Why or why not? Cite examples from the societies studied. 6. How do the members maintain harmony and peace among themselves?	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs, and value systems. OBJECTIVE: g. Understand that within a society, there may exist one or several sub-cultural groups.	1. Display pictures and/or show slides depicting a. an Amish family b. an Appalachian family c. an Anglo-American family d. a migrant family e. other groups in our society Where do these families live? Why? Once it is established that all of the families reside in our country, have students locate where they live on a map. Continue discussion of pictures and/or slides: What do you notice about the life styles of these people? What do they do that is similar to what you do? Do you know anything about any of these people or cultural groups? List what they know about each of these groups on the chalkboard. Students and teachers may then plan and organize an investigation of each group--the findings to be shared with the entire class. Class Discussion: What kind(s) of information are we looking for? What questions do we wish to answer regarding these cultural groups if we want to know them as people? Sharing of information: After sharing of information: 1. Why is it possible for different groups to exist in our country? 2. What is the attitude of the dominant cultural group towards members of other groups? Why? 3. How do we promote the acceptance of other groups? 4. How do these groups contribute to the greatness and strength of our country?	School Library Personal Interviews Newspaper articles Guest speakers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs, and value systems. OBJECTIVE: h. Recognize that social-cultural change is the process by which a society adjusts to new conditions and it may create varying degrees of conflict.	1. Look at several issues of The Detroit News and The Detroit Free Press beginning on July 26, 1967 and continuing through the first week in August. 2. Discuss the news items that covered the pages of these papers during those particular weeks. 3. Point out and discuss that the summer of 1967 and the riots that occurred were seen as the culmination of years of frustration among the Black community in Detroit. Have students speculate about what they think these frustrations were. 4. Discuss what the role of a Black person in society was prior to 1970. 5. Have students write a composition on one of the following: a. Have them return to the newspapers and look at the pictures. Have them describe the feelings they have at seeing soldiers on streets that they may know, the burning buildings, and the looting and shooting. b. After reading the newspaper articles have them discuss whether or not someone's civil rights have been violated. Who and in what way(s)? c. Have them describe how they believe it felt to be Black in the 1960's. How did it feel to be white?	The Detroit Free Press. July 26, 1967 to approximately August 10, 1967 The Detroit News. July 26, 1967 to approximately August 10, 1967

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: a. Know some basic historical facts related to the development of the United States.	Using media and library sources, have students, in groups, locate information about time eras of "the western movement" in terms of: 1) country boundary lines during that particular time, 2) methods of transportation. Have groups present their findings in sequence, relating to the questions: 1) Were there changes in boundary lines (from previous time era)? Why? 2) Were there changes in transportation modes? What and why?	Media Encyclopedia

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: b. Understand urban, rural and suburban development.	Have students, in groups, select neighboring villages, town, and cities in Michigan and study in terms of: - population - government structure roles number of persons - major source of income for residents - relationships to each other Have class share and discuss differences and similarities among people, programs, and problems in the village, towns, and cities. -Have a "Cultural Fair" - Students can make displays showing various areas studied- (employment, education, leisure activities) Invite other groups to visit the "Fair", such as parents. -Have students develop slide shows or movies showing life in rural, suburban, and urban areas.	Michigan: Land and People (filmstrip) Michigan Visual Aids Michigan Department of Education

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: c. Understand the impact of technology on society.	Have students examine a variety of materials depicting the development of transportation vehicles in America. Have students, in groups, record approximate dates that particular types of transportation were developed. Prepare a time-line recording these dates: 1400, 1500, 1600, 1700, 1800, 1900, 2000. Ask each group to draw pictures of the types of transportation that were developed during their particular assigned era. As the pictures are placed in the proper position on the time-line, the student will discuss how the development of this type of transportation affected the settlement of our country. Pupils may construct changes that took place in the development of various modes of travel.	Development of Transportation (film) Transportation Series (filmstrips) International Book Company.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: d. Understand changes in racial/ethnic relations.	In groups, have students study and record definitions of: desegregation and integration. Then have each group select one of the following organizations for research in terms of: - purpose - leaders - contribution to civil rights - present status (why?) List the reasons and advantages of desegregation. Invite people from different Civil Rights groups. Have a question and answer session with students.	Dictionary Encyclopedia Media

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: e. Understand changes in female and male roles.	From magazines, newspapers, and television programs, have students obtain pictures and information about careers and roles of males and females that are different from the traditional. Display pictures and information in terms of: Traditional Sex Roles | Possible Reasons for Change Discuss in small groups. Role Playing	Magazines Newspapers TV School Counselor Guest speakers representing different careers.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVES: f. Understand changes in family, work and population patterns.	Have students recall television programs featuring families. List on charts, the following information: PROGRAM FAMILY MEMBERS OCCUPATIONS DWELLING Have students obtain information about families' roles, occupations and types of dwellings during: -Colonial Period -Post Civil War Period Compare, contrast and otherwise discuss similarities and/or differences. Discuss what students' project what families will be like in the future based on today's families.	TV Encyclopedia

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 _X_ Type of Objective: Attitude _____ Knowledge _X_ Skills _____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: g. Understand persistent social problems.	After a discussion of the meaning of prejudice and discrimination, students will be presented with the four statements. 1. There can be prejudice without discrimination. 2. There can be discrimination without prejudice. 3. Discrimination is the cause of prejudice. 4. Prejudice is the cause of discrimination. Have students read case reports on prejudice and discrimination (examples follow). Then, in groups (or individually), have them indicate which of the four statements can be applied to each case. Defend choice.	Copies of case reports. Dictionary Exploding the Myths of Prejudice (filmstrip) Warren Schloat Productions

RESEARCH ON PREJUDICE AND DISCRIMINATION

CASE 1 A Chinese couple traveled across the United States and up and down the Pacific coast. They asked for, and received service in hundreds of hotels, motels, auto camps, tourist homes and eating places. They were accepted in all the restaurants and refused accommodations only in some sleeping places. Six months after the trip a sociologist sent out a mail questionnaire to all of these places asking if Chinese could be accommodated. More than 9 out of 10 of those places responded to the questionnaire said that Chinese would NOT be accommodated.

CASE 2 Saenger and Gilbert were interested in customer response to a department store with a newly integrated sales staff. They compared the attitudes of customers who had been waited on by Black clerks with those waited on by white clerks. Researchers were "planted" near the sales counters to observe who waited on which customers. When the customers left the store they were followed and interviewed. The customers did not know that they had been observed and it was thus possible to compare their BEHAVIOR with their ATTITUDES. Twenty-one percent (21%) of those who had bought from white clerks said they would disapprove of the policy of employing Black clerks in department stores. However, 20% of those who had bought from Black clerks said the same thing. More than 40% of those who said that they would not buy in a store that had Black clerks had actually been seen not only IN such a store, but at a counter where there was a Black clerk. One-third of the people who said they would never buy anything from a Black clerk had been seen buying from a Black clerk less than an hour before they were interviewed.

CASE 3 In some parts of Panama one side of the street is in the American Canal zone and the other side of the street is in the Panamanian territory. A study of the behavior of the Panamanian Blacks and white Americans found that people's behavior changed depending on which side of the street they were on. For example, when white Americans went to the Panamanian side of the street, they adjusted to the NON-DISCIMINATION practices, while Panamanian Blacks tended to conform to the discriminatory practices when they were on the American side of the street.

CASE 4 A study of white workers in different situations reports contradictory behavior. In a factory, where whites and Blacks had a common class interest (that is, they had certain things in common relative to the owners of the factory, such as an interest in higher wages and better working conditions), there was cooperation in the labor union. White and Black workers cooperated in pressing their demands against the company and guaranteeing equality on the job. The union leaders pointed out that all the workers had a certain interest in common and were involved in a common struggle. However, the whites and Blacks lived in separate neighborhoods. The white homeowners' association defined an integrated neighborhood as undesirable. The white workers very strongly protested having Blacks move into their communities.

CASE 5 Williams and his associates were interested in the question of what would happen if a Black came into a bar and asked for service, when the bar in question had no clear policy of either serving or refusing to serve Blacks. However, in a number of bars, white researchers, posing as customers, asked the proprietor what his policy was about serving Blacks. They were generally told that they would NOT serve a Black. Later these white researchers were planted in various bars to observe what would happen when a Black researcher came into the bar and ordered a drink. In many cases the proprietor was not sure just what to do and he sought "clues" from his customers. The first OVERT acts were very important. If a customer loudly protested, at first, the Black researcher was not likely to be served. On the other hand, direct intervention by a white customer on behalf of the Black almost always brought service.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude _____ Knowledge X Skills _____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: j. Identify methods, processes and effects of change and continuity.	Discuss with students the proposition that changes are caused by some act or force and that changes have an effect upon human activity. Brainstorm changes in society during the last 100 years in terms of: transportation modes population movements institutions social agencies List changes on chart: CAUSE(S) CHANGE(S) EFFECT(S) Do one change, its cause and its effects on society as a class. Divide class into groups of 4 or 5. Have each group select 1 or 2 changes and complete chart.	Encyclopedia Media about transportation Social agencies

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: k. Know historical influences on the development of the governmental system.	Assign a particular period/event of American history to a group, for example: colonial period election of first president establishment of Congress three branches of government Ask students to examine: government structure of colonists (why?) how was first president elected (why?) how was congress established (why?) how were three branches decided upon (why?) Class sharing of information.	Textbooks Growth of the United States (filmstrips) Troll Associates

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: 1. Understand that all people do not view the past in the same way.	Select an event which correlates with current events or historical events which the students have studied. Provide an opportunity for students to write news reports expressing different points of view. Example: (two subjects) You are an Indian. Christopher Columbus and his men have just landed in the West Indies. You have just seen your first white men. Write an article describing what you have seen. --- You are one of the men who traveled with Christopher Columbus. You have just landed in the West Indies. You have just seen your first Indian. Write an article describing what you have seen. Have students share reports with other class members. Class identification of differences.	Newspapers Television Textbooks

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 ____ 7 - 9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: a. Understand basic economic concepts.	To help students identify the economic problem of scarcity -- limited resources, unlimited wants -- have students prepare two lists. On one list, students should write their personal wants over a period of time. The other should list personal resources over the same period. Then, compare and discuss unlimited wants and limited resources based on these lists. Take discussion from personal level to family, neighborhood, city, state, national, and international levels. Students will not automatically make this transfer.	Economics: How It Works, Multimedia Kit, Educational Dimensions Corp. Free Enterprise - The American Economic System by Smith, Watts, Hogan; Laidlaw Brothers & Co.; 1981. (S,T) Any economics textbook. Master Curriculum Guide, Part I: Basic Economic Concepts $3.50 from the Joint Council on Economic Education (T) Master Curriculum Guide, Part II: Strategies for Teaching Economics - Junior High Level $6.00 from the Joint Council on Economic Education (T) Give & Take film/tape series and Teacher's Guide by Joint Council on Economic Education. $1.00 from Agency for Instructional Television, Box A, Bloomington, IN 47401 (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 ____ 7 - 9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: c. Understand the basic functions of any economy.	Have students identify and discuss the three basic questions that every economic system must answer: 1. What to produce 2. How to produce 3. For whom Through research, find out how these decisions are made in various economic systems. For example, under private enterprise, the market (consumer purchases) usually determines whether a product is a success or a failure. Who determines what to produce in other economic systems?	Economics for Decision-Making, by Calderwood and Fersh Macmillan. (T) The American Economy, Sampson, et.al.; Houghton-Mifflin, 1983 (T) Most economics textbooks. Master Curriculum Guide, Part II: Strategies for Teaching Economics - Junior High Level $6.00 from the Joint Council on Economic Education (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 ____ 7 - 9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: f. Understand the relationship of government to the economy.	Have students select articles (or reports) from newspapers, magazines, television and/or other sources. These articles should describe recent actions, taken by the government, which influence production, pricing, wages, money credit, interest rates, and other areas of the economic system. Students should summarize essential portions of these news reports, in writing, and keep the summaries for reference during classroom discussions.	Newspapers Magazines Reports by the Government Television Most economics textbooks. Master Curriculum Guide, Part II: Strategies for Teaching Economics - Junior High Level $6.00 from the Joint Council on Economic Education (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 ____ 7 - 9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: 1. Understand factors that influence economic behavior.	Briefly discuss the various factors that influence values and goals, such as ethnic background, race, environment, and lifestyles. Set up choice-making situations. For instance, ask students to write five things they would like to do if they had a specific amount of money to use in any way they desire. Then, ask them to go through the list and arrange items in order of importance. Or, let students decide how they would use $1,000.00, defending their decisions with valid reasons. Discuss how these decisions affect the economy. (production, sales, savings).	Money and Lifestyle, Multimedia Kit, Changing Times. Master Curriculum Guide, Part II: Strategies for Teaching Economics - Junior High Level $6.00 from the Joint Council on Economic Education (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 ____ 7 - 9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic system. OBJECTIVE: j. Understand economic concepts as they apply to individual decision-making.	Have students estimate those natural resources which may be depleted during their lifetime. Then conduct a discussion on how this will affect their wants. Examples: oil, pure water and air, whale products, furs, natural gas, and others. Then, have students list ways in which their actions can solve problems related to use of these resources.	Newspapers Magazines Economics: How It Works, Multimedia Kit, Education Dimension Group. Economics and the American Free-Enterprise System by Abramowitz, Adkins, Rogers; Globe Book Co.; 1983. (S,T) Master Curriculum Guide, Part II: Strategies for Teaching Economics - Junior High Level $6.00 from the Joint Council on Economic Education (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 ____ 7 - 9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: k. Understand the relationship between specific economic goals and overall social goals.	Have the class divide into three groups. Each group will choose two conflicts between needs and wants and the environment. List and compare the role of the government, the producer, and the consumer in limiting or resolving conflicts. Example: Is the need for energy worth the risk of using nuclear power?	2000 A.D., Multimedia Kit, Newsweek Educational Division "The Battle of Ripple Creek: The Ecology Game," On Strike and Other Economic Game, Simulation, Scholastic Book Services. Most economics textbooks. Master Curriculum Guide, Part II: Strategies for Teaching Economics - Junior High Level $6.00 from the Joint Council on Economic Education (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 ____ 7 - 9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: L. Understand factors that influence consumer behavior. 131	Discuss how the "economic climate" (employment, unemployment, interest rates, prices) influences spending by consumers. Possible discussion topics are as follows: 1. If your family members are out of work, how does this unemployment influence what you buy? 2. When buying a tape recorder, what should you consider before you actually pay for it? 3. Does advertising influence you when you are deciding what to purchase? How does it influence you?	Mass Media Essentials of Economics and Free Enterprise by Hodgetts and Smart; Addison-Wesley Publishing Co.; 1982. (S,T) Most economics and most consumer education textbooks Master Curriculum Guide, Part II: Strategies for Teaching Economics - Junior High Level $6.00 from the Joint Council on Economic Education (T) 132

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 ____ 7 - 9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: m. Understand economic cycles and their effects on individuals and groups.	Ask students to make a list showing how current economic activities influence their lives. Then, have students define and discuss the following terms: Prosperity Recession Depression Recovery Discuss inflation: What causes inflation and what does inflation do to consumers and producers.	Newspapers Magazines Television (Mass Media) "Inflation-Deflation and the Value of Money," #2, Economics: How it Works, Multimedia Kit, Educational Dimensions Group. "Recession-Depression and the Level of Economic Activity," # 3, Economics: How it Works, Multimedia Kit, Educational Dimensions Group. "Inflation and Recession," Learning Activity Package, Unigraph Products. "Business Cycles," The American Economy Series Multimedia Kit, McGraw-Hill (T) Most economics textbooks.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 ____ 7 - 9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: n. Understand development of labor/management relationships. 135	Have students compile a list of the gains of labor, including labor's influence on the economy (i.e. employment, safety, work standards, collective bargaining). Invite representatives of local labor unions to discuss the current goals of labor unions. Help students get ready for this discussion in the following ways: 1. List functions of labor unions. 2. List reasons why workers join unions. 3. List the types of labor unions in their geographical area. 4. List important dates and events in the history of labor unions. Allow students a chance to ask questions and to discuss topics covered by the speaker as follow-up activities.	Mass Media "Labor Unions," The Work We Live By Series, Flint, Michigan, Board of Education. "On Strike; The Labor Relations Game," On Strike and Other Economic Games, (Simulation Booklet), Scholastic Magazines, Inc. Local union representatives and labor relations officials from local businesses. Most economics textbooks. Master Curriculum Guide, Part II: Strategies for Teaching Economics - Junior High Level $6.00 from the Joint Council on Economic Education (T) 136

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 ____ 4 - 6 ____ 7 - 9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: o. Understand the historic and current role of labor in a market economy.	In order that students recognize continual changes in the labor market, the following activities are of value: Research the status of workers in several stages of America's development relative to wages and working conditions. Small groups could focus on various time periods. Discuss the role of labor unions in improving working conditions. Report on current robotics and the effect robotics will have on employment working conditions, pay for working. Without outside resources, have each student prepare a life plan from high school through retirement. After selecting four occupations, have students research the educational level, job requirements, job description, and salary for each. Have the students prepare the following forms necessary for employment: 1. Application for Social Security number. 2. Personal Data Sheet. 3. Job Application Form. Include a discussion of the interview.	See Vocational Education teacher for assistance in presenting information on employability skills. Use survey Where Jobs will be in Next Decade. Labor Department. Obtain from counselors. In School Library: Occupational Outlook Handbook Dictionary of Occupational Titles SRA Kit of Occupations Mass Media. Contact: Labor and Industrial Relations Collection, Michigan State University Library Labor Collections, Detroit Public Library

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: a. Recognize the influence of external factors upon the process of making informed consumer decisions.	Ask each student to select a consumer product he/she would someday like to own. Have students find out the changes in price for their chosen product over a set number of years, using adult recall, newspapers (and microfiche) and bound periodicals. Discuss the term inflation, and the fact that economic conditions are constantly changing and are neither controllable or predictable. Try to encourage the ideas of financial planning and flexibility. Have students prepare a graphic illustration of past and current prices for their product, and a prediction of the price at a set time in the future.	Inflation: The Hole in Your Pocket, filmstrip and cassette from Current Affairs (S,T) You, the Consumer, book by Linder and Selzer from Sadlier/Oxford (S,T) Inflation: Why Me? film from J. C. Penney Company (S,T) Past issues from newspapers and magazines or catalogs (available on microfiche) Give & Take, 12 films/video tapes and teacher's guide by Joint Council on Economic Education. Available from Agency for Instructional Television, Box A, Bloomington, IN 47401 (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: b. Understand the legal and personal management knowledge base which consumers should have before applying for credit or signing contracts.	Invite a credit counselor to class and discuss current credit legislation. Assign small groups to different case studies representing a broad spectrum of real personal and family debt management programs. Analyze and discuss causes of credit abuse and recommend measures for improving credit rating and financial management practices. Discuss whether filing for straight bankruptcy or Chapter 13 is advisable in any of the case study situations. Recommend procedures for obtaining credit and maintaining a sound credit rating.	Credit: Handle with Care filmstrip and cassette from Money Management Institute (S,T) Guidelines to Financial Counseling with Crisis Intervention and Consumer Economics Education pamphlet by Flora Williams, Purdue University (S,T) "Bankruptcy" pamphlet and "Debt Management" planning forms available from Credit Counseling Centers, Inc. (S,T) "Consumer Facts: Chapter 13" from Everybody's Money published by CUNA (S,T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: c. Identify situations in which cost/benefit analysis reveals the complex nature of public policy decisions on consumer economic issues. 143	Select current proposal(s) in student's state or locality which 1) would require significant sums of public money and 2) has strong proponents and opponents providing information and options -- e.g., local road repairs, school remodeling, prison facility expansion, auto emission standards, beverage container laws. Have students 1) collect articles supporting differing viewpoints, 2) find out the cost projection and sources of the projection, 3) present the valid arguments for each perspective as they role play the decision making settings for specific proposals.	Buyers, Sellers and Markets, filmstrips and cassetts from "Trade-Off" series, Media Basics (S,T) Agencies that Protect the Consumer, filmstrips and cassettes from Universal Education and Visual Arts (S,T) Current Consumer, periodical published by Curriculum Innovations, $4.50/semester (S,T) Master Curriculum Guide, Part II: Strategies for Teaching Economics, Junior High School Level (Grades 7-9), $6.00 from the Joint Council on Economic Education (T) Give & Take, 12 films/video tapes and teacher's guide by Joint Council on Economic Education. Available from Agency for Instructional Television, Box A, Bloomington, IN 47402 (T) 144

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: d. Recognize that consumer decisions to use or conserve energy resources have both individual and aggregate effects, as well as short- and long-term consequences.	Ask students to list all the items in their homes that use energy and to estimate the hours each is used. Provide information on the energy requirements of typical appliances and have students figure the energy required and rank the appliances in their own homes according to estimated usage. Introduce the Lifestyle Index approach to energy decisions, creating awareness of hidden energy requirements to produce, deliver and dispose of goods. Invite utility representative to discuss energy policy and usage, and to explain how to read and understand utility bills.	"Lifestyle Index" from Contrasumers book by Albert Fritsch from Praeger Publishing Co. (T) Money to Burn, film from American Gas Assoc. (S,T) Find the Energy Wasters, Conservation Science Activities in Energy pamphlet from the U.S. Dept. of Energy (S,T) More, film from Macmillan Films (S,T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: e. Recognize that financial institutions and services are in the process of major transitions, requiring frequent study and analysis by consumers to be able to make informed decisions to protect financial resources.	Have students research and report on the development of financial service institutions and consumer reaction to new practices. Show the Federal Reserve film EFT: At Your Service. Discuss the changes confronting individuals and families, and ways they can keep up with new changes. Invite representatives from different types of financial institutions to discuss current services and fees and future plans.	EFT: At Your Service, film from Federal Reserve Bank of Philadelphia, distributed by Baker Productions (S,T) Why Money? film from the Joint Council on Economic Education (S,T) Money, periodical published by Time, Inc. Changing Times, periodical published by the Kiplinger Editors Consumer Issues in the Financial Services Field teaching topic by Brenda Schneider, Michigan Consumer Education Center, 215 University Library, Eastern Michigan University, Ypsilanti, MI 48197, $3.25 (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: f. Identify various ways in which members of a household unit must know and use mathematical and other skills to make sound consumer decisions.	Invite young adults to visit the class and describe for students the kinds of systems and procedures which they are expected to comply with as responsible citizens. Prepare a bulletin board or reports on mathematical and other skills consumers need to make effective decisions in managing their households. Small groups assignments: - establishing credit - keeping financial records - developing a financial plan - figuring and paying taxes - controlling expenditures (especially the use of credit) - making informed purchases - managing care and maintenance of household goods - arranging for personal services - making group decisions Cooperate with other faculty in planning coordinated activities, especially math, language arts, business and home economics (computation, reading comprehension, communication among family members and with providers of goods and servcies, group decision making on use of family resources).	We Decide, film from the "Trade-Off" series of the Joint Council on Economic Education (S,T) Consumer Mathematics, series of 11 teaching kits that include cassettes, booklets and post-test from Media Materials (S,T) Current Consumer, periodical from Curriculum Innovations, $4.50/semester (S,T) Master Curriculum Guide, Part II: Strategies for Teaching Economics, Junior High School Level (Grades 7-9), $6.00 from the Joint Council on Economic Education (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: g. Recognize the relationship between the protection of consumer rights at various levels of government and the exercise of individual responsibility by both consumers and providers of goods and services.	Have students collect samples of warranties and information about warranties and then analyze the warranties. Invite a representative of a Better Business Bureau or Prosecuting Attorney's Office to discuss the kinds of complaints received and the merits of the positions of both consumers and providers of goods and services. Assign group research and presentations on such topics as Misrepresentations by Consumers, Failure to Honor Warranties by Manufacturers, Limitations of Mechanisms for Securing Redress, Recommendations for Preventing or Avoiding Consumer Dissatisfaction. Focus on these issues in regard to consumer items of special interest to students: jeans, videogames. Watch "People's Court" and report on the examples of rights and responsibilities portrayed.	It's the Law, filmstrip and cassette with teaching module on the Michigan Consumer Protection Act from the Michigan Consumer Education Center, $15.00 (S,T) "Before You Buy: The Law and Pre-purchase Planning" by Tim Little and "Obtaining Satisfaction from Planned Purchases: Recommended Procedures for Registering Customer Dissatisfaction" by Dianne Skeltis, both from A Sampler of Teaching Topics in Personal and Family Financial Planning, Michigan Consumer Education Center (T) Warranties, film from Consumer Education Development Co. (S,T) Current Consumer, periodical published by Curriculum Innovations, $4.50/semester (S,T) Business in My Town: Everybody's Business, Amer. Inst. of Cooperation, 1800 Massachusetts, NW #508, DC 20036

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: h. Locate reliable sources of information which consumers may use to help them make better informed decisions (and to help them become more effective in their role as consumer citizens).	Have each student select a specific consumer good or service, and find out the various sources of information available. Visual and written reports should include samples of information and critiques of the value of each service. Variety of sources should include government agencies, trade and professional associations, commercial periodicals, corporate and non-profit publications, and textbooks.	You, the Consumer, book by Linder and Selzer from Sadlier/Oxford (S,T) Making the Most of Your Money, filmstrips and cassettes from Educational Activities, Inc. (S,T) Malcolm Decides, film from "Trade-Off" series by Joint Council on Economic Education (S,T) Current Consumer, periodical published by Curriculum Innovations, $4.50/semester (S,T) Cooperation and Community Life, the Cooperative College of Canada, 141 105th St., Saskatoon, Saskatchewan, Canada S7N 1N3.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: i. Analyze the impact on society of consumer decisions about diet and health care.	Invite a health and nutrition specialist to meet with the class to discuss the findings of student research groups on - typical diets of teenagers and weaknesses compared to RDAs (recommended daily allowances) - current fad diets and criticisms of each - common health problems which are caused or affected by diet (especially anorexia and bulimia) - typical costs of routine health care for individuals at different ages - national health care costs and projections Have group design a campaign to inform and encourage more healthful diets for different age groups.	Exploring the Marketplace: Nutrition on the Run, Snacks and Fast Foods, filmstrips and cassettes from Consumers Union (S,T) All American Meal, film from Barr Films (S,T) Chemical Feast, film from Benchmark Films (S,T) Current Consumer, periodical published by Curriculum Innovations, $4.50/semester (S,T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: j. Identify the common causes of consumer complaints, the limitations of redress procedures, and the need for better methods of conflict resolution.	Provide case studies of several consumer complaint situations to each group of students for analysis and recommended action. Compare the suggestions of the different student groups, and focus on cases for which there was no satisfactory solution. Invite representative of a consumer complaint handling service to discuss complaint resolution -- training recommended, suggestions for improved methods.	Consumer Redress, game from Changing Times (S,T) Not You Too! film from Communications Group West (S,T) Current Consumer, periodical published by Curriculum Innovations, $4.50/semester (S,T) Master Curriculum Guide, Part II: Stragegies for Teaching Economics Junior High Level (Grades 7-9) from the Joint Council on Economic Education, $6.00 (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: a. Understand that the environment is an integrated system which includes human beings.	Have students discuss the food web, and how problems with one element lead to problems for humans. Discuss DDT, and PBB. As an example of food web interaction, discuss the PCB contamination of Great Lakes fish. Show the film "Life in the Balance" (free film) Borrower pays the postage.	Busch, Phyllis S. Dining on a Sunbeam: Food Chains and Food Webs. New York: Four Winds Press, 1973. California Department of Food and Agriculture Agricultural Chemicals and Feed Division, 1220 N Street, Sacramento, CA 95814 Grossman Shelley, Understanding Ecology, New York: Grosset and Dunlap, Publishers, 1970. Odom, Eugene P. Fundamentals of Ecology (3rd ed.) Philadelphia: Saunders Publishing Company, 1971. Storer, John, Man in the Web of Life, New York: New American Library, 1956. ICI Americas Inc. Corporate Advertising Department Attn: Lin Miles Wilmington, Delaware 19897

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: b. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.	Discuss various properties and characteristics of soil and how these help or constrain human settlement and activities. Collect samples of clay, silt, and sandy soil. Display each soil in a glass jar. Show differences in weight, water holding capacity, and bearing capacity.	Abuse and Conservation PA-71 Use The Land and Save The Soil. State Soil Conservation Committee, Executive Secretary, Natural Resources Bldg., Michigan State Univ. East Lansing, MI 48823 Published Soil Survey for the county of interest, available from the U.S. Department of Agriculture, Washington, D.C. In addition to the following bulletins: M-596 - Our American Land.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: c. Understand relationships between the location of human activities and the natural environment.	Discuss the importance of fishing as a recreation. From the Department of Natural Resources (Michigan) obtain statistics of the most productive lakes and rivers. Using a color code, plot the top ten rivers and lakes on an outline map of Michigan. Have students research other countries in the world where fishing is important to the recreation industry. For example, Ontario, Canada, Florida, Alaska and New Zealand.	Alaska Division of Tourism, Pauch E. Juneau, Alaska. Canadian Consul Detroit, MI Florida Tourist Association Jacksonville, FL New Zealand Embassy Washington, D.C. Dept. of Natural Resources, P.O. Box 30028 Lansing, MI 48909

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: d. Understand the influence of the natural environment on human beings.	Discuss the limiting factors that must be present for human settlement. (Water, soil, suitable for agriculture, tolerable climatic conditions). On a world map, identify arid regions, suitable topography, and climates conducive to human settlement.	Brandwein, Paul F., Care of a Small Planet New York: Harcourt Place, Jovanovich, 1977. Espenshade, Edward, B. Jr., ed. Goode's World Atlas, Chicago: Rand McNally and Company.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: e. Understand influence of the natural environment on the shaping of culture.	Discuss the relationship between water, latitude, elevation and climate on vegetation and soil and the types of crops grown in various climate zones such as tropical, sub-tropical, Marine, Mediterranean, humid continental, etc. Why do people in different parts of the world eat different foods? Why is the potato a staple food in the United States? Why do people in southern China eat rice while the people in northern China eat noodles? Have students research climate zones and crops that are grown in various areas of the world. Plan an Ethnic Festival and serve a variety of foods.	Espenshade, Edward B., Jr. (Ed.) Goode's World Atlas, Chicago: Rand McNally & Co., 1982. 16th Edition. Foods of the World Time-Life Series, Chicago: 1968. de Blij, Harm J., Human Geography. New York: John Wiley & Sons, 1982. Gross, Herbert H., World Geography. Chicago: Follett Publishing Company, 1980. Jackson, Richard H., Hudman, Lloyd E., World Regional Geography New York: John Wiley & Sons, Inc., 1982.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: f. Understand how societal actions and decisions affect the natural environment.	Who makes the decisions that ultimately affect the natural environment? Have a brainstorming session, then ask students to list their ideas. Ask students to interview local officials with respect to decision-making processes and report their findings to the class.	Environmental Defense Fund, Inc., 1525 - 18th Street, Washington, D.C. 20036. "Environmental Law: Where It's Been and Where It's Going" The World Around You, Packet Garden Club of America, 598 Madison Avenue, New York, NY 10022 Representatives and Senators, state and national, from the local district.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: g. Understand that a natural environment can serve varied needs.	"Looking at Wildlife" - Focus on all of the different wildlife in the area. For example, a northern forest or a museum. Have students list all animals that could be present in that area. Research and discuss the importance of some of the animals. If possible, visit a park with a trained naturalist.	Allen, D.L., Our Wildlife Legacy, New York, Funk and Wagnalls. Burt, William H. Mammals of the Great Lakes Region. Ann Arbor: The University of Michigan Press, 1969. Department of Natural Resources, Lansing, MI 48909, P.O. Box 30028. Graham, Edward H., The Land and Wildlife, New York: The Oxford University Press.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: h. Recognize the potential of various societies to use and abuse the natural environment.	Show pictures of animals and birds that are on the endangered species list. For example, Bald Eagle, Timber Wolf, Grizzly Bear, Siberian Tiger, Kirtland Warbler. Have each student research one animal or bird and prepare an oral report. Why are these animals and birds endangered? How can the stabilization of endangered animals and birds be achieved? On a world map, point out the habitat of each animal and bird.	Board game, "Extinction" Sinauer Associates, Inc., 20 Second Street, Stamford, CT 06905 Defenders of Wildlife, 1244 - 19th Street, NW Washington, D.C. 20036 Endangered Species Scientific Authority U.S. Fish and Wildlife Service, Dept. of Interior, Washington, D.C. "Endangered Species" The World Around You Packet. Garden Club of America, 598 Madison Avenue, New York, NY 10022 Michigan Audubon Society 7000 N. Westnedge Kalamazoo, MI 49007 Sierra Club 530 Bush Street San Francisco, CA 94108

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: i. Understand that human uses of the natural environment are limited.	Who is responsible for conserving our natural resources? Have students survey public officials about what measures are being taken to conserve water quality, wetlands, and farmland and report their findings to the class.	Brandiwein, Paul F. Care of a Small Planet. New York: Harcourt Brace Javonovich, 1977. Environmental Protection Agency 401 M Street, S.W. Washington, D.C. 20460 U.S. Department of Agriculture Washington, D.C.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: j. Understand effects of the worldwide limitations of nonrenewable resources.	On an outline map of the world, have students plot the oil producing countries. Have students research the worldwide distribution of crude oil and map the major oil producing and oil consuming countries. Students could also research other minerals such as iron, copper, silenium, tin, dolomite.	Espanshade, Edward B., Jr., ed. Goode's Atlas. Chicago, Rand McNally & Company, 1978. Jiler, Harry, 1977 Commodity Yearbook: New York: Commodity Research Bureau, Inc. 1977. Mendershausen, Horst, Coping With The Oil Crisis. Baltimore: Johns Hopkins University Press, 1976. "Statistical Office of the United Nations, Mineral Fuels, Lubricants, Related Materials, Chemicals" World Trade Annual, 1974 ed., Vol. II, New York: Walker and Company, 1974.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: k. Recognize the costs and benefits of alternative uses of natural and man-made environment.	Why are dams built? How do they benefit man? What adverse effects do they create? Have students visit dams in the locality. Have the students map the major dams in the United States. Have students research the environmental benefits and costs.	Briggs, Peter, Rampage: Disastrous Floods, Broken Dams. New York: David McKay Company, 1973. Cullen, Allen H., Rivers in Harness: The Story of Dams. Philadelphia: Chilton Book Company, 1962. Wagstaff, H. Reid, "Water Power" A Geography of Energy. Dubuque: William C. Brown. 1974.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: 1. Locate important natural features, cities and nations.	Divide the class into five groups. Have each group research the major mountain ranges, major lakes and rivers, and major cities in Africa, Asia, and Australia, Europe, and South America, and plot on an outline map of the continent or on a world map.	Espenshade, Edward B., Goode's Atlas, Chicago: Rand McNally & Company 1978. Other atlases of the world.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: m. Understand environmental problems and possible solutions to those problems.	Chronic flooding. What can be done about it? Discuss possible solutions (dams, flood plain plain management, stream channelization, land use control). Have students find out what the state and federal governments are doing to exercise their authority and responsibility to protect the environment. Research the Watershed Protection Act and the flood Prevention Act.	U.S. Army Corp of Engineers Detroit District, Detroit, MI U.S. Bureau of Reclamation, Department of the Interior Washington, D.C.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: a. Know various interpretations of the purposes of government.	1. In small groups, go over the basic functions and structure of five different forms of government. Each group should take one form of government. a. Determine the purpose of government. b. List the basic powers. c. Determine the number of people included in the decision-making process. d. Briefly state the disadvantages and advantages that this form of government has provided for the people. e. How does each form of government allow people to live and work together? 2. Have each group present results to the class. 3. Put main points on news print or poster board so the students can compare the various forms of government. 4. Examples of contrasting countries might include: a. United States b. Canada c. U.S.S.R. d. Saudia Arabia e. India f. Zimbabwe	Any general government textbook Encyclopedia U.S. Government: 200 Years of Change. Includes duplicating masters by Social Studies School Service Things From the Federal Government by E. Scribner Collection of 37 Facsimile Documents. (17.00) by Social Studies Service How Nations Are Governed. (Newsweek) Four color filmstrips with duplicating masters and transparency visuals depicting Democratic Capitalism, Marxist, Socialism, Facism, Authoritarianism, Totalitarianism by Emi, Box 4272 Madison 10: 53711

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: e. Understand the organizational principles of the government.	A new town is being formed in lower Michigan because of new research and development in the areas of robotics, micro-biology and computer technology. 1. Have the students individually, then in groups of two, then four, list the problems that need to be faced by people in a new community. 2. Put the combined list on the board. 3. Have the students list possible ways to solve these individual concerns of residents in a new community. Note: As the discussion of problems and solutions continues, the need to solve them through an organized group approach should be stressed. 4. Have the students write a list of concerns that organized groups should/should not be able to do. 5. Form statements that will represent the principle laws that this new group should follow. 6. Discuss the similarities and differences between starting this new town and setting up a governmental community in 1783.	State and Local Government in Action. Six color filmstrips with teachers guide and twelve spirit masters N-219-51081 by Emi, Box 4272 Madison, WI 53711 The Power of People: Citizen Influence on Government. Two filmstrips SED45R-12 Social Studies School Service Making Democracy Work. Shows how decisions are made in town meetings, city council, state legislature, etc. 4 filmstrips GA351C-12 Social Studies School Service Copy of your Local City Charter Speaker-City Managers Office

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: f. Understand the organization and function of the executive, legislative and judicial branches and independent regulatory agencies of the federal government.	Organize the class into the following groups: a. President, Vice-President and 3 cabinet members. b. Congress-7 Representatives, 5 Senators and Speaker of the House. c. Supreme Court - 5 members and Chief Justice d. Three Regulatory Agency Directors e. Three lobbyists 1. Assign materials to each group that gives them general guidelines of how each process works and what their main responsibilities are. Note: The teacher should go through the process of how a bill becomes a law from handout sheets. 2. Put the basic facts about each area on the board as the students feedback the information. Poster board will be good for later reference. 3. Brainstorm five "key" problems that are currently facing our country. * (See brainstorming rules below) 4. Select a topic, have the President write it up as a bill and submit it to Congress. 5. Have students follow the process of how a bill becomes a law. This will require discussion, debate, cabinet testimony, lobbyist testimony, and rewriting of the bill. Conference committee should write the final version of the bill.	Any general American government textbook The U.S. Government and How It Works. Eleven transparencies and twenty-one overlays showing step by step process of how government works. AV29-12 Social Studies School Service U.S. Government in Action. 6 Filmstrips with student workbooks, explains the workings of the federal government. NYT101R-12 Social Studies School Service Understanding the Government. 12 transparencies, 14 spirit masters VM80-12 Social Studies School Service Constitution Law in Action. 4 filmstrips N219-41085 Emi, Box 4272 Madison, WI 53711

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: f. cont'd.	6. Once the bill has been reviewed and signed by the president, the Supreme Court would test to see if it is constitutional or not. Examples of possible bills with Cabinet Posts: A. Competency, preforming state established objective will be required to receive a diploma. Cabinet post suggestions: a. Department of Education b. Department of Labor c. Department of Human Services B. Selling 50 million tons of additional wheat to U.S.S.R. Cabinet posts: a. Department of Agriculture b. Department of Human Services c. State Department *Brainstorming steps: a. Say anything that comes to mind b. Piggy back on other's ideas c. Don't evaluate d. Allow time, then try again	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: g. Understand the changing roles of various levels and branches of government.	Have a local judge, state representative, city council member, county commissioner, or any public official speak to the class on the following topics: 1. What do people expect from your jurisdiction that is unrealistic? 2. What recent changes have been made that affect your area? 3. What further changes should be made that affect your area? 4. What do you feel could be done to encourage people to be more constructive in solving their own problems and less prone to rely on government. 5. Give example of some of the problems that happen and how they are resolved. 6. Have the speaker present his/her main concerns. Have the students prepared with additional questions. The following day put the students in small groups and list changes they think would be good in order to make government more efficient and less expensive. The ideas could then be: a. Forwarded to the guest speaker b. Put in letter form to the local newspaper	Local government officials State and Local Government in Action, Six filmstrips with 12 duplicating masters, examine typical problems at state, county, city and individual levels NYT811C-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: h. Understand the organization and functions of state and local governments and their relationships to the federal government.	This is a good followup to Objective 'F' 1. Have the students follow the local news, radio, or television for two weeks, listing the problems and concerns under each level of government. These levels should include: a. City Government b. School District c. Township Government d. County Government e. State Government f. Federal Government 2. If possible, have students attend local governmental meetings and report their observations. 3. Assign reading material that will aid in organizating the function of each level. Note: The teacher may need to help students organize problems under the proper governmental areas. 4. Discuss the information obtained and help students relate to what can and cannot be done by each level of government because of their area of responsibility. 5. Have the students, in written form, discuss which areas they feel the federal government should be involved in and what areas they should delegate to state and local levels. Justification should be stated. 6. A chart showing divided and shared responsibilities will be helpful.	Any general government textbook Newspaper Magazines T.V. News Local Government, 50 spirit masters by ER and LR Churchill JWW7417-12 Social Studies School Service Activities for Studying Citizenship Rights and Responsibilities by ER and LR Churchill 48 Spirit Masters We the People: Aspects of American Government. Ten Filmstrips deal with each level of government GDA100-12 Social Studies School Service State and Local Government in Action. Six filmstrips with twelve spirit masters N-219-5108 by Emi, Box 4272, Madison, WI 53711

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: i. Understand the range and importance of decisions made by the various branches and independent regulatory agencies of the federal government.	1. In groups of four, have students find information in the media center, using magazines or newspapers, about key decisions of the past that still confront us today. 2. Try to bring out the effects of the decisions made over a period of 10 to 20 to 30 years. 3. The students might use surveys, or questionnaires presented to their parents or other adults to help formulate opinions. The results should then be shared with other groups. Examples of Decisions: a. Supreme Court 1. School prayer 2. Busing 3. Abortion b. F.C.C. 1. Programming - Profanity in lyrics 2. Home movies 3. Satelite discs c. Presidents 1. Johnson - Civil Rights 2. Roosevelt - Work Programs 3. Reagan - Tax Spending on Defense 4. Reagan - Use of Natural Resources	Any general history textbook Magazines Newspaper Library (local) Constitutional Law In Action. Four filmstrips covering search and seizure, due process, etc. N-219-41085 Emi, Box 4272, Madison, WI 53711

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: j. Identify the forms of government.	This can be a followup activity to J, I, and J 1. Divide students into groups and have them find information and explain how key decisions would be made under various forms of governments found in the world. Have each group study one or two countries. Examples of countries might include: a. U.S.A. b. China c. India d. Japan e. England f. Canada g. Argentina h. Iran i. El Salvador j. Kenya k. Soviet Union 2. Students could use several days in the media center to obtain their information. 3. Have the groups present their findings and project how decisions might be made under the various forms of government.	World Book Encyclopedia Atlas How Governments Are Governed, (Newsweek) Four color filmstrips with duplicating masters and visuals depicting democratic capitalism, marxist, socialism, facism, authoritarianism, totalitariansim by Emi, Box 4272 Madison, WI 53711

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: k. Understand the range and importance of decisions made by state and local government.	1. From lists of possible problems, select one or several on-going issues locally or at the state level. 2. In small groups, have students find information from newspapers, magazines, or local governmental administration pertaining to the issue(s) selected. 3. From the information obtained, have the students determine the range and importance of decisions made by each governmental unit involved. 4. Have students brainstorm possible and/or probable outcomes of the current action being taken over the next 5 - 10 years. 5. The students may then project the effects that the course of action being taken will have on then in the future. 6. Further activities might include having the students problem-solve a current issue. Steps for problem-solving: a. Decide upon a clear statement of the problem. b. Gather information pertaining to the problem. c. Break down the problem in manageable or related parts. d. List alternative solutions (more than one solution) for each related part. e. List the potential pros and cons (consequences) for each solution. f. Select the best solutions for final recommendations.	Congressional News Letters State and Local Government in Action, Six filmstrips with duplicating masters viewing state and each level of local government. Emi, Box 4272 Madison, WI 53711 Council: A Simulation of Decision-Making in Local Government, INT28-12 Social Studies School Service Things From Local Government by J. Watson Welch, discussion problems, student activities, and club projects to analyze services performed by local government. JWW7450-12 Social Studies School Service Local Government, 50 spirit master activities involving students in activity studying their local government. JWW7417-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: 1. Understand how decisions made by the various branches and levels of government are interdependent.	1. Take one decision such as building a sewage disposal system. Trace the process that various levels of government must take proposing, approving, financing, implementing, and assessing the decision made. 2. The mayor or city manager could possibly come into the class and explain what steps had to be followed to complete the project. 3. Students should be prepared to ask questions relating to how other governmental units might be involved in the final decision. Examples of decision areas: a. Low income housing b. Urban renewal c. Preservation of inner city core d. Central Business district e. Land use such as malls being developed over farmland f. Social services	City Manager Township Supervisor County Administrator Council: A Simulation of Problem-Solving at the Community Level. INT57-12 Social Studies School Service Pressure: A Simulation of Decision-Making in Local Government. INT28-12 Social Studies School Service Local Government 50 Spirit Master Activities by ER and LB Churchill. JWW7417-12 Social Studies School Service State and Local Government in Action. Six filmstrips, 12 duplicating masters. Example: typical problems at state, county, municipal and individual levels NYT811C-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: n. Understand the formal legislative process.	Note: This is a long-range assignment that would take only a few minutes per week of class time. 1. Have students log information on several bills as they work their way through the state legislature. 2. As each step is completed, it could be put on poster board in the room with the date and changes that were made at that step. 3. When one of the bills is signed by the governor, the students should write a paper outlining changes that could make the legislative process more effective and responsive to the people. 4. Refer to objective 'F' that follows the Federal Law-making process. 5. Obtain copies of Bills from your state or Federal Law-makers. 6. As an additional activity, the students might prepare a Bill of importance to them.	State Legislator State Constitution Congress, A simulation board game where students role play senators and representatives introducting, influencing, and voting on bills. HA103-12 Social Studies School Service Value Questionnaires for United States Government, A series of 14 unit-organized questionnaires EG810-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: o. Understand influences on governmental decision-making. 206	1. Discuss the role of lobbyists, special interest groups, and singular interest groups and their influence on governmental decision-making. 2. Brainstorm a list of special interest issues and/or groups that might influence governmental decisions. 3. Take a key issue such as nuclear energy. 4. Have a lobbyist, special interest advocate, person or consultant discuss how they might go about influencing lawmakers to promote or curtail further construction of nuclear energy. 5. Write an essay building an argument for or against the influence of lobbyists, or special/single interest groups, on our governmental decision-making. 6. Have the students role play lobbying and present their concerns before the class to convince the students how to vote on an issue.	MacNeil/Lahrer Reports Newspaper Films Nightline Citizen Lobbying: A Guide to Action in the Legislative Process. (Scholastic Media Enterprise) Filmstrip N-G87-001 Emi, Box 4272, Madison WI 53711 The Power of People. Two filmstrips showing influences on law-making N-625-445C Emi, Box 4272, Madison WI 53711 207

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: p. Identify similarities and differences between political decision-making.	1. Set up five groups each representing a different country. Countries might include: a. U.S. b. West Germany c. France d. Japan e. Saudi Arabia 2. Find information regarding the decision-making process of the country and the situation in that country. (such as energy). 3. Information search should now enable them to formulate energy policies that can be presented to the class. The policy should be projected for the next 5 to 20 years. 4. Each group will present to the class their decision regarding future energy policies. The decision-making process will be outlined in detail. (Refer to objective K for description of problem-solving) 5. The other members of the class will critique the information given in light of the established decision-making process given. 6. After all groups have presented a written evaluation, a discussion will be held comparing the decision-making process given of each nation.	Handbook of the Nations. Grand River Books World Book. How Government Are Governed. (Newsweek) Four color filmstrips with duplicating masters depicting democratic capitaliam, marxist, socialism, facism, authoritarianism, totalitarianism by Emi, Box 4272, Madison, WI 53711 Write for Current Information to: - United Nations - Embassies of Nations Chosen The Politics of Oil. Two filmstrips N-625-8020C Emi, Box 4272, Madison, WI 53711 Energy: The Challenge is Now. Eight filmstrips designed to provide an uptodate overview of energy N8081305 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the nature, structure and functions of government. OBJECTIVE: q. Understand voter behavior.	1. Use newspaper reprints from past election and have students make a list of the type of issues voted upon and the values shown by the voting results. 2. Have the students follow a campaign on a weekly basis during the fall and determine the key issues and decide how the candidates are responding to the issues. 3. Set up log sheets that will cover a six to eight week span of time. 4. A class discussion on the issues and projections of how the students think the voters will respond should be held. A value continuum might be used to clarify voter behavior. A sample value continum might include: a. qualified vs. registered voters b. where did voters get their information c. at what point did voters make their decisions d. continum - a scale of importance of issues 0----------10 unimportant very important 5. After the election, time should be spend evaluating the election in terms of the values and behavior shown in the results.	Major news magazines Newspapers Local clerks Votes: A Simulation of Organizing and Running a Political Campaign, INT34-12 Social Studies School Service Your Vote Counts, Two filmstrips discuss problems faced in coordinating common efforts GOA103-12 Social Studies School Service Lets Vote, Five filmstrips help motivate young voters UED17895-C-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: r. Understand the role of political parties.	1. Provide a handout summarizing the development of political parties. 2. Divide the class into as many active parties as there are in your community. 3. Have each group: a. Interview leading party members. b. Collect background information from party as to how the local branch got started. c. Have the students get opinion from parents and other adults as to their feelings about political parties. d. Write to the state and national headquarters for information from each political party. 4. Have the students project the results of multi-party systems such as France, Italy and Germany. Note: Resource people who have seen many changes and followed politics could be helpful in pointing out the role political parties play.	The Right to Vote: Our Democratic Privilege. Four filmstrips discuss political process from choosing the candidate through the general election N-219-60050 Emi, Box 4272, Madison, WI 53711 The Election Process. Two filmstrips N-675-7910C Emi, Box 4272, Madison, WI 53711 Votes: A Simulation of Organizing and Running a Political Campaign. INT-34-12 Social Studies School Service Speakers: Candidates Party Representatives Council Member League of Women Voters

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: s. Associate national, state and local problems with relevant governmental agency or department.	1. List five areas of responsibility under each: a. National (1) Education (2) Social Services (3) Roads (4) Unemployment (5) Land use b. State (1) Social Services (2) Education (3) Roads (4) Unemployment (5) Land use c. Local (1) Streets, water, sewer (2) Social Services (3) Education (4) Unemployment (5) Land use 2. Provide a list of governmental units on community agencies and have the students list the agency that should deal with the concerned area. 3. The students might then discuss the necessity for these agencies and suggest ways to streamline the system.	Media Center Any general government textbook State Department of Human Resources Local planning Department County annual reports Your Vote Counts: State and Local Government, Two filmstrips showing real case studies of problems involving federal and local governments GDA 103-12 Social Studies School Service Modern American Government, Ten spirit masters Review each level of government EMP400H-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: u. Associate governmental actions with the appropriate level of government.	1. Using the media center resources have each student prepare a list of decisions made by different units of government. Note: This could be done by the class with each using a different periodical. One class period should be enough. 2. Then compile into a list the decisions made with the level of government involved. Note: Many times there will be several units listed for one decision. 3. Use comparison charts from various levels of government and show who's responsible for what.	Any general government textbook Understanding the Government. Twelve transparencies and 14 spirit masters discuss basic processes of federal, state, county and city government. VM80-12 Social Studies School Service Modern American Government. Ten spirit masters review each level of government EMP400H-12 Social Studies School Service Your Vote Counts: State and Local Government. Two filmstrips show real case studies of disputes and problems in coordinating federal and local governments. GPA 103-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: v. Understand the role of interest groups.	1. Have students write to a lobbyist and member of a special/single/political action committee group for information and materials pertaining to issues of concern. 2. Have students review the materials obtained to pick out the concerns of the interest group. 3. Students should identify and rank order the concerns of the interest groups. Examples might include: National Sportsmen Association E.R.A. Movement Moral Majority American Medical Association Abortionists or Anti-Abortionists Nuclear Freeze 4. Have the students identify the role that interest groups play in influencing lawmakers in the decision-making process.	Write to several interest groups Lobbying: How Does It Work? Whom Does It Work For? Filmstrip duplicating master NYT100R-12 Social Studies School Service Pressure: A simulation of decision-making in local government. Utilizing public pressure to influence government decision-making INT28-12 Social Studies School Service The Power of People. Two filmstrips showing how citizens can influence governmental decision-making. N675445C Emi, Box 4272, Madison, WI 53711

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: w. Understand nomination procedures.	1. Review nomination procedures for national, state and local units of government. Note: These may include: a. Political party nominating conventions b. Individual petitions being registered c. Party committee d. Campaigns e. Elections 2. Have students role play a nominating convention. 3. Have the city clerk come in and go over the procedures for nominating, election and renewal.	Films Local Candidates Local Clerk Any general government textbook Choosing the President. Analysis of how Americans pick their president (League of Women Voters pamphlet) LWV301-12 Social Studies School Service Politics and Voting. 12 transparencies explaining the role of political parties VM87-12 Social Studies School Service Votes: A Simulation of Organizing and Running a Political Campaign. INT34-12 Social Studies School Service Delegate: A Simulation of a National Political Party Convention. INT46-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: x. Understand how, when and with what qualifications public officials are elected, appointed or nominated.	1. Select specific local, state and national public officers and have students review information required to be elected, appointed, or nominated for that position. 2. Make contact with current office holders to determine the pros and cons of the existing qualifications election and nominating procedures for public office. 3. Have the students make a list of possible changes that could be made in the required qualifications and in the procedures for public office that might encourage the most qualified people to run for public office.	Local, State Office Holders Any general government textbook Delegate: A Simulation of a National Political Party Convention, FUT46-12 Social Studies School Service The Election Process, Two filmstrips with reproducible pages SED910R-12 Social Studies School Service American Political Parties Today, Two filmstrips focus on political parties SED41R-12 Social Studies School Service

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: y. Understand how public officials can be removed from office.	1. Using information from the federal and state constitution and local charters, go over the steps for removal that have been used for the president, senators, representatives and local officials. 2. The concepts behind censorship, impeachment, dismissal and public pressure should be discussed. 3. A discussion of the difference between a person being fired from a job in private enterprise and a person being impeached or removed from public office should be held.	State Constitution Local City Charters Local Clerk Any general government textbook Manager of local business

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: z. Understand registration and voting procedures. 226	1. Have the village, town, township or city clerk visit the classroom and go over the steps for voter registration. Have the students fill out the proper forms. 2. If there is an election in process, take the class on a field trip to a voting precinct and have the officials explain the process.	Local governmental clerk Constitution Local City Charter N.A.A.C.P. Newspaper Voter Registration Form Voter Ballots Field trip to voter precinct 227

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: aa. Recognize the legality and constitutionality of individuals and group actions	1. List several single or special interest groups that have been formed in the past. Example: a. Dissidents against the Vietnam War b. N.A.A.C.P. c. E.R.A. d. High Jacking for political reasons e. Labor unions f. Revolutions (compare with current terrorists groups). 2. Have each student select one group and find the following information: a. Group formation (when, where?) b. Purpose c. Methods and procedures used d. Results of their actions - short and long term 3. Have students identify, in small groups, selected actions taken and relate those actions to the intent of the constitution and/or court precedents.	Pamphlets from organizations Magazines The Power of the People. Two filmstrips showing how citizens can influence governmental decision making N625445C Emi, Gox 4272, Madison, WI 53711 Citizen Lobbying - A Guide to Action in the Legislative Process, N687001 Emi, Box 4272, Madison, WI 53711 Newspapers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objectfve: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: a. Understand the basic social concepts and social imperatives. 230	1. Have the students complete a homework assignment in which they keep an inventory of their activities for a 24-hour period. Instruct them to break this inventory into an "activity log" which is divided into 30 minute segments. Students need to log eating, sleeping, showering activities as well as activities such as listening to records with friends or self, playing soccer, shooting baskets, studying, etc. They are to include a column listing with whom the activity is done (numbers may be enough - for example, sleeping/one involved; basketball/five involved. They may log more than one activity in each 30 minute segment. Time Period — Activity — Number Involved 10:00 p.m. — Sleeping — One involved 10:30 p.m. 2. Have students look at their inventories to note those activities in which human activity is carried on alone and those in which the human activity was carried on as a member of a group. 3. The students may find some activities which are usually completed individually and others which are usually completed as group members. Discuss these and compile a list on the board. 4. The students should be encouraged to form generalizations about Human Activity based upon this experience.	Paper, pencil 231

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: b. Identify the variety of institutions and groups people form and the functions of those institutions and groups.	1. Post a large piece of tag board in the room entitled "Groups to Which I Belong." Instruct the students to record the names of groups to which they belong before or after class period. After a few days use this chart and ask the students to categorize these groups. Discuss the term "category" and various ways these groups may be similar. Students should support their grouping by explaining their reasons for making a category. 2. Select one of the groups (categories) listed and have the students identify the purpose(s) of that group. For example, students might identify the following purposes for the "family" group: 1. care for young 2. provide protection, nourishment 3. Next, have students state reasons for being a member of the group. In the case of family, students' reason(s) for membership might include: 1. no choice - born into this group 2. protection - safety 4. Distribute a paper to each student and instruct each to label a paper as shown below, repeat it 3 times on the sheet. Group _____ Purpose Reason for Belonging 5. Instruct students to choose 3 groups from the class list and write the name of the group as the subtitles. Then instruct the students to complete the lesson by listing the "Purposes" and "Reasons" for "belonging" under the proper title.	tag board chalk board felt pen paper, pencils

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: c. Understand why human beings form institutions and groups.	1. Read an exerpt from a book describing a family's adventures of pioneer life, a voyage to the "new world," or the activities of the first few months establishing a new settlement. Have the students list the <u>needs</u> of the family. Then have them complete a chart in which they list the specific ways these needs were met. Needs — Ways Needs Were Met Food Protection Clothing 2. Have the students look for the basic goal of this family which is <u>survival</u>. Next, have the students discuss which individual was responsible for providing the needs of the family. 3. Have the students make a <u>list</u> of the persons in their immediate family, the responsibilities of these members and the need which is fulfilled. Person — Responsibility — Need 4. Have students rank order this list and be able to explain his or her reasons for thinking that family members must assume these roles in order for the <u>society</u> to survive.	Interesting short account of an early colonial or pioneer family Paper, pencil, chalkboard

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: d. Understand the relationships among institutions, groups and individuals	1. The teacher should introduce and define the term "institution." The teacher then should list the five main institutions on the board: a. Institution of government b. Institution of religion c. Economic institution d. Institution of education e. Institution of family (A large bulletin board divided into these institutions may be constructed. Students may bring pictures.) 2. The students should complete a list of the particular need(s) of society each institution fulfills. 3. The class should choose one of the five institutions - for example, Institution of Education. "What groups have needs relative to this institution?" This question should be posed and the responses listed on the board. For example, children, parents, business and industry, educators, citizens, etc. 4. Next, the teacher should take one of these groups such as "children" and write it on the board. Ask the students what special needs of the individual are supplied by the institution. For example, the child learns to read, learns skills, enjoys encounters with peers, etc. 5. The students may choose one of the remaining groups and list the specific needs of that group fulfilled by the institution. 6. An assignment may be given in which the students should describe what would happen to this group's needs if the institution were to vanish.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: e. Understand the changing nature of institutions and groups.	1. Use the class list compiled from the pioneer or colonial family story. Ask the students to compare this list with the needs, responsibilities and person list for their own family. 2. Students should look for similarities between the survival needs of the colonial or pioneer family and those of the contemporary family in the U.S. 3. Students should look for and discuss the differences between families' needs and if the responsibilities have changed over time. 4. A class discussion on the influence of technology on the American family may take place. 5. Instruct the class that they are to assume technology continues to advance in the next 50 years without a major war. Assign the students to write a scenario of how the family may provide for survival of its members in the year 2030. Refer to Objectives c and d, Strand 10.	Paper, pencil

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: f. Understand ways groups are interdependent, cooperate and compete	1. The teacher should ask students to choose their favorite team sport. Next, the teacher should ask what common goal these groups have - to win (a game). Next, the students should look at the term "interdependent." Discuss this term with the class. The teacher should ask two students to share their choice of team sport. For example, John chooses hockey and Sue baseball. Next, the teacher should ask the students in what ways do they cooperate? compete? Answers may include: seasons they can be played, physical attributes of players, scheduling playing times on media, appeal to fans, etc. 2. Schedule the Athletic Director from your school district to visit the class. Have him/her speak to problems related to the interdependence, competition and cooperation of (junior) (high) athletics in your school district.	Guest Speaker: Athletic Director from local school district

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: g. Understand the types of conflicts between groups and ways conflicts are resolved.	1. The teacher should supply or ask the students to bring a copy of the newspaper. Discuss with the class the term "conflict." Instruct the class that their assignment is to examine the paper, find examples of reported conflict and enter the information on a chart. Explain the chart. Students may work in pairs. Conflicts Reported (date of paper) Place of Conflict (Local, State, International, etc) — Type of Conflict — Way Conflict Was Resolved (may be proposed but not actually completed) 2. Next, ask the students to cite examples from their chart and to list the advantages and disadvantages of the methods used to solve the conflict. 3. Students should look to see if there are different methods to solving the same type of conflict.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: h. Understand how and why human societies differ.	1. Introduce and show the filmstrip "Education and Technology." 2. After viewing, have the students discuss the following statements: a. In what ways have people been taught the culture of their group? b. How does a small child learn the language of his or her culture? c. In what ways do we learn the stories (folktales, nursery rhymes, legends, etc.) that are part of our culture? d. How does a child learn the eating customs (use of chopstick, table manners, sitting on floor, use of fingers, etc.) of his or her culture? e. In what ways does a culture carry on (perpetuate) its practices so that they are continued for hundreds of years? 3. Distribute paper to each student and instruct the students to list the ways that they have been taught the culture of their people. 4. In what ways does environment and technology influence the culture of human societies? The students may look through books to find pictures which illustrate environmental and technological influences on our daily way of life.	Filmstrip Kit Why Cultures Are Different, "Education and Technology"

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: i. Understand the meaning and sources of power within a social unit or organization.	1. Ask the students to name the most powerful individual in the classroom. The issue of criterion should surface. The teacher should ask the students what reward or punishment this individual controls. Next, the teacher should ask the students to assume they are in another situation (not in classroom). How might their answer change? Would they choose the same person? 2. Ask the students individually to list the 3 most powerful people living in the United States. 3. Compile these lists on the board. Discuss with the class what occupations in the United States are represented. Ask the students what this list shows about what is valued by them. 4. Ask the students if the term "power" were changed to "respect" if they would name the same three individuals. Find out what changes would be made. Discuss their reasons. 5. The students may be assigned to write an essay on if Power and Respect Should be Synonomous.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: a. Understand how individual perceptions and actions are influenced by the values and behavior patterns of groups with which individuals identify.	Design A Strand Time: Three 40 minute blocks of time. Procedure: Have the class brainstorm as many political or social interest groups (not recreational) as they can. List these on the board. Then divide the class into groups of 2 to 4 people and have them select a group and brainstorm a list of beliefs or ideas that the group stands for. Here is where investigating time may be necessary to give them some information to work with. They then must design a plan that will successfully convince the rest of the class that their ideas are good ones. Have them brainstorm a list of all the ways that they can make the rest of the class aware of their beliefs and how they can persuade the class to think their ideas are good ones. After designing their plan, give them time to develop it (work time to make posters, speeches, slogans, role plays, mimes, propaganda literature, etc.) Try to encourage that work is shared by all members of the group so each student has a responsibility. Allow for self-evaluation or effectiveness, as well as the effectiveness of the other groups.	- Paper - Pencils - Poster board - Construction paper Optional - Paints - Tape - Magic markers - Parents - Community leaders

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 __X__ Type of Objective: Attitude ____ Knowledge __X__ Skills _____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: b. Recognize that there are important values and behaviors that develop outside of a group's influence.	Share the following predicament with your students for discussion or role play: Friendship You have a best friend, Andrew, who is one of the most popular boys in the school. Andrew is funny, a good athlete, and a good dresser. Andrew doesn't do that well in school, however, and often gets other friends to do his work for him. This helps him to get passing grades and have a lot of free time, but he doesn't learn anything and is falling further behind in his class. Yesterday, he gave you his math homework to do because he had to go over to a friend's house. You know how to do it but don't have the time. Andrew told you that you should be a friend and not worry about your work since you'll find time for it. You hate to lose Andrew for a friend since hanging around with him gets you a lot of recognition and friendships, but you also think he is taking advantage of you. Decide what to do. a.) List choices available. b.) Prioritize choices. c.) Consider pros and cons of choice.	1. Personal experiences 2. School counselor or social worker or classroom teacher 3. Values clarification - problem solving models.

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 __X__ Type of Objective: Attitude ____ Knowledge _X_ Skills _____ STRAND: II. Understand the relationship between individuals and groups. OBJECTIVE: c. Identify the variety of roles one can have within a group.	Share the following predicament with your students for discussion: FAMILY OR FREE TIME Bernard's grandfather is an invalid living with Bernard and his parents. He can get around the house in a wheelchair but has difficulty getting in and out of the chair from his bed and has fallen often. His condition also makes it hard for him to go to the bathroom, or to reach things from cupboards or shelves. Bernard's mother works full time, and his father has a part time job lasting from 1:00 until 5:00. Bernard gets home from school at 3:15 and has often helped to take care of his grandfather during that time. This was ok during the winter, but with spring approaching Bernard wants to get out with his friends. When no one is around, grandpa just sits around and gets depressed and doesn't want to do anything. This makes Bernard feel even more quilty when he things of leaving. What should Bernard do? *See previous activity	1. POHI Consultant 2. Personal experience 3. Grandparents 4. Social Worker

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: d. Understand that the roles within a group may be assigned or achieved.	ROLES Discuss the idea that in many group activities, each person takes a role. Often, if we are frequently in the groups with the same people, group members develop role expectations. Discuss with the class: Do you usually assume the same role in the various groups you are in? - in family - in team sports - in class projects Are you satisfied with your role? How might you change it? Have students fill out a role checklist. SAMPLE ROLE CHECKLIST When I play team sports or group games, the role I usually play is... - the one who fights hard to win - the best player - the worst player - the clown - the showoff - the one who teaches others - the one who tells everyone how well they play - the one who is not having much fun - the one who worries about people making fun of me	- Role check list (on ditto or chart)

Activities for Developing Positive Self Awareness,
Milliken Publishing Co., (c) 1977.
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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 __X__ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: e. Understand reasons why there are different roles within groups.	WHAT DO YOU THINK I SHOULD DO? Time: 20 minutes to one hour Procedure: 1. Have everyone in the group list a problem of concern to them on a slip of paper. 2. Code the paper somehow so you can identify it for yourself later but do not place your name or initial on it. 3. Place all of the problems in a container and pass it around so that everyone receives one (but not their own). 4. Everyone is then given 3 to 5 minutes to think of what the problem is and some possible solutions to the problem that they receive. Then write the one that the person should use on that slip of paper. 5. All problems are placed on the table and people find their own. 6. Discuss the results - Was it easy to give a solution? Why? Who was satisfied? Dissatisfied? What's good about this approach? Bad about it? What would be a better way?	- Paper - Pencil

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: f. Understand that multiple loyalties and responsibilities result from belonging to a variety of groups.	GIFT GIVING Discuss the concepts of giving and receiving and present the chart below (on ditto). Have students fill in the chart, listing people from different groups. Discuss in small or large groups, the outcome. How did group membership affect the outcome?	- Ditto of Gift Giving Chart

People close to you.	The last gift you gave them.	An intangible gift that would make them happy.	A tangible gift that would make them happy.	A gift that this person could give you to make you happy.

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: g. Understand the importance of self-confidence and self-worth in carrying out responsibilities within groups.	TO ACT OR DO NOTHING 1. Create some simple situations that are understandable to your age group. e.g. a. You are about to sit in your seat and you feel your pants rip while in class. b. Your best friend is flirting with your boyfriend right in front of you. c. Your best friend is copying your test answers. 2. Read the situations (or put them on a ditto and hand out) and ask each student to individually respond with what they would do about it right then - either act or do nothing. 3. Then discuss the reactions and explain why you chose the course you did. 4. Discuss - "When is action necessary and when is silence necessary."	- Ditto of situations understandable to your age group

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: h. Understand the possible advantages and disadvantages of belonging to a variety of groups. i. Understand the measures used by groups to influence behavior.	Share the following predicament with your students for discussion or role-play. SMOKING CIGARETTES Shawn has a big problem. He loves to play sports (basketball and baseball) and has been playing since he was 6 years old. He has become quite good and has a good future. Recently, he met Sherri and has a big crush on her. She is very popular and is one of the schools social leaders with a lot of friends and a lot of ideas on what to do for fun. Sherri and all her friends started smoking cigarettes last year and expect anyone entering their group to smoke also. Sherri has encouraged Shawn to smoke a couple of times and although he didn't like it, he said, at that time, that he did. Besides, when he smoked and ran afterwards it hurt his lungs and caused him to tire more easily. He doesn't want to lose Sherri yet he doesn't want to smoke. Find a solution to Shawn's problem. * Use problem solving model.	

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: j. Understand the decision-making process used by groups.	CONSEQUENCES IN THE NEWSPAPER 1. Students search newspapers for stories which have circumstances that leave the outcome still uncertain. 2. Review the meaning of consequences, emphasizing the fact that we look at both sides, regardless of personal opinion. 3. In small groups, look at individual stories and possible outcomes and the consequences if those outcomes occur. 4. Using a group consensus, have the groups select what they think is the best solution. 5. You may want to follow up when outcome is finally determined and compare with groups' solution.	- Newspapers

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: k. Understand the ways different groups react to similar social issues.	BRAINSTORM TO EXPRESS A STAND Time: 15 - 25 minutes Procedure: The class is divided into groups of four to six students. Each group brainstorms for five minutes the names of public interest groups, e.g. nuclear power, ERA, environment, etc. (loosely defined) that they support for some recent action, or feel opposed to for some recent action. The recorder from each group then reads the list to the entire class. The members of the class are asked to listen carefully to all the lists so that they can select individually one, two, or three interest groups from all the lists that they really support or oppose for some action. Next, each group member is given five minutes to form an opinion about the interest group they chose and to tell: 1. The two or three groups that he/she opposes or supports. 2. What is the reason for the opposition or support. 3. What they intend to do to let that group know that they support them or oppose them.	- Postcards - Envelopes - Letter paper - Stamps - Pencils or pens

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude ____ Knowledge X Skills _____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: 1. Identify individuals or groups within society or culture that may affect behavior.	TAKING ADVANTAGE OF THE AGED Time: One to two hours Procedure: 1. Introduce the concept of aged by having the class brainstorm all of the advantages we can derive from old people. List on the board. 2. Have them brainstorm a list of things that we do to old people in our society. 3. Discuss the idea of dormant potential and how this class could take advantage of these people as resources. 4. Begin to design a plan: a. What do we want from old people? b. Where can we find them? c. How can we get them to help? d. When will they be available? e. What needs to be done to complete our plan? f. Who will do what jobs to carry this out? 5. Put the plan into action. 6. Evaluate - How did we benefit? How did the aged benefit?	- Blackboard or chart paper - AARP representative

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OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3_____ 4-6_____ 7-9__X__ Type of Objective: Attitude____ Knowledge___ Skills_X__ STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: a. Use a variety of senses to obtain information.	1. Review the five senses with the students. Then tell students to write down 3 locations (for example, "Tokyo, the kitchen, a mall;" "backyard, City Hall, Chicago"), each of which they feel they can describe well. Be sure to ask students to keep the them secret. 2. Submit lists of locations to teacher. In order to avoid duplication, the teacher will indicate for each student which location s/he is to describe. 3. Take class to library. Tell students to find information about their locations. They should be thinking of how their five senses will help them to discover where they are. 4. Each student must fill in the 5 Senses Clue Sheet. "Secret Location" will be written beneath the covering flap. (See example on next page.) 5. Submit sheets. Clues will be read next day so class can attempt to guess locations. For extra credit, student may bring in items listed on clue sheet.	5 Senses Clue Sheet, prepared by teacher.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES

Level:
K-3 ___
4-6 ___
7-9 X

Type of Objective:
Attitude ___
Knowledge ___
Skills X

OBJECTIVE:

a. (continued)

5 Senses Clue Sheet

Secret Location Inside

	Item	Why chosen
What do you smell?	Seaweed	Distinctive
What do you taste?	Raw fish	Basic food
What do you touch?	Silk	Kimono
What do you hear?	Oriental music	Eastern style
What do you see?	Shrine	Ancestor worship

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE b. Understand that perceptions of the same object or event may differ from person to person.	1. Tell students they are to be reporters during the class period. 2. Be sure each reporter has a note pad and pencil. 3. Review the five "w"s and "h" (who, what, when, why, where, and how.) 4. Bring in "accident victim" (on stretcher, if possible) who has limited time to answer reporters' questions, is in shock, confused, and babbling. Notes are taken by each reporter. 5. After five minutes, "victim" is removed from the area. 6. Independently, each student writes down the "facts" of the five "w"s and "h", based on her/his notes. Then, the teacher leads a dicussion in which findings are compared.	

OBJECTIVES	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective: Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: c. Choose appropriate sources for information desired.	1. Pair students, take to the Media Center (library). 2. Distribute Scavenger Hunt list and state rules: a. The hunt will take place for this period only. b. The "found" items must be accompanied by a record of their sources. c. Only one question will be answered by the teacher and/or library staff for each pair. 3. Collect completed lists and number in order received.	Media Center Scavenger Hunt list which designates items to be discovered (for example, place name on 1860 map of U.S., author of book, song on record, picture of individual, etc.)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective: Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: d. Obtain information from sources.	1. For an assignment which requires the students to do an interview, give examples of "open-ended" questions (i.e., those which require more than "yes", "no", or one-word as a response). 2. Practice with students deciding if sample questions given by teacher are correct. 3. Ask each student to pose one interview question and check it by questioning another student. 4. Have students compose from 15-40 questions for the interviews they intend to do.	"How to prepare for an interview" sheet, made by teacher.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: e. Translate information from one form to another.	1. Have students read Child's advice concerning kinds and amounts of food needed for westward journey across the United States. 2. Give students a list of food prices in 1852. Ask them to make up a "shopping list" for the trip. 3. Have students prepare a bill of sale showing what was purchased and its price, as shown below: Bill of Sale to _____ Amount | Item | Price per unit | Total 75 lbs. | Rice | $.67 | $5.25 4. Have another student verify and initial the bill of sale. 5. Discuss items selected by Child, reasons for selection, etc.	Andrew Child's "Advice to Emigrants," Milwaukee Daily Sentinel Steam Power Press, 1852. (List of foods needed). List of prices of food in 1850's.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: f. Analyze information.	1. Have students look up and write down definitions of: a. mulatto b. mulatress c. acclimated d. vendor e. malady f. notary public 2. Then have students examine sale document reproduced on page 67 of Inquiry Experiences in American History. 3. Have students answer questions on page 68. 4. Discuss answers.	Branson, Margaret Stimmann. Inquiry Experiences in American History, "No. 11: Drawing Conclusions from Documents," pp. 67-68.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective: Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: g. Express oneself with consistency, continuity, clarity and conciseness in any given communication.	1. Read aloud to students description of Battle of Antietam and 50-word letter based on it, both of which have been prepared by the teacher. 2. Then read aloud to students the 300-word description of the Battle of Gettysburg, also written by the teacher. Distribute copies. 3. Tell students that this information must be stated concisely in the form of a 50-word-or-less night letter as shown by teacher example. 4. Direct the students to perform the following steps: a. list the main points b. write the night letter (in rough draft form) c. show it to the Western Union operator (teacher) for approval. d. copy on night-letter form.	300-word description of Battle of Antietam written by teacher 300-word description of Battle of Gettysburg written by teacher Western Union night letter form allowing 50-word maximum.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective: Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: h. Evaluate the quality of information.	1. Tell students to consider these questions as they read: a. What kind of person is the author? b. What are his beliefs? His abilities? His concerns? c. What does he tell us about the world in which he lives? 2. Have students volunteer to read portions aloud to the class. 3. Answer questions using class discussion. 4. Ask final question: How good would this colonist's diary be as a source of information? On chalkboard, have students answer by initialing on a continuum, as shown below. Excellent----------X---------Poor M.S.	Cuban, Larry and Philip Roden. Promise of America: The Starting Line, "Selections from a Colonist's Diary," pp. 51-53.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X___ Type of Objective: Attitude___ Knowledge___ Skills X___ STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: i. Identify similarities and differences within sets of data and reasons for those differences.	1. Ask each student to write his/her initials on each of 30 (1 inch diameter) adhesive circles to be used later in the lesson. 2. Have each student fill in a personal data sheet as shown in Example A (following pages). 3. Ask several questions which will require tabulation of <u>all</u> individual personal data to answer. For example: a. Can anyone tell us how many girls in this class have more than one sister? b. Does anyone know how many boys in this class are left-handed? 4. Place "data collectors" on bulletin board. Each data collector is the same as one of the categories listed on personal data sheets. See Example B (following pages). 5. Explain to students data collection process. Have each student place her/his circles in the appropriate places on data collectors. 6. Share findings and review questions.	Personal data sheets and data collectors made by teacher.

OBJECTIVES	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES

Level:
K-3___
4-6___
7-9 X

Type of Objective:
Attitude___
Knowledge___
Skills X

OBJECTIVE:

1. (continued)

Example A

Personal Data Sheet

Ann Swenson

Eye Color	Blue
Hair Color	Blonde
-handed	Left
Number of sisters	0
Number of brothers	2
Pet	dog
Feeder school	Logan
Where born	Ohio
Favorite color	Green
Shoe size	7

Pedro Gonzales

Brown	
Black	
Right	
3	
3	
no	
King	
New Mexico	
Blue	
8	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES

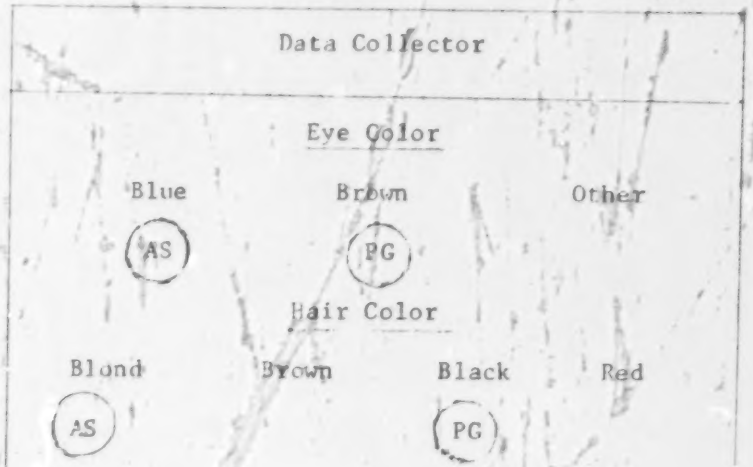
Level:
K-3___
4-6___
7-9 X

Type of Objective:
Attitude___
Knowledge___
Skills X

OBJECTIVE:

i. (continued)

Example B



OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective: Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: j. Frame appropriate research questions.	1. Have each student draw, from Uncle Sam's hat, a topic card for historical research. For example, topics may include Christopher Columbus, Monroe Doctrine, etc. 2. Have each student formulate a question about her/his topic which poses one of the following questions: a. What happened? b. How did it happen? Be sure the scope of the question is reasonable. For example: Was Columbus a failure? Who developed the Monroe Doctrine? 3. Require each student to make a guess as to a possible answer to his/her question, write it down on a slip of paper, and seal it in an envelope to be opened when the research is done. 4. Collect the envelopes and "lock up" until research is presented.	Clubok, Arthur. Teaching of U.S. History Today. "The Historical Method," pp. 18-20.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective: Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: k. Formulate and test generalizations predictions, and hypotheses based on appropriate information.	1. Tell the class that their past response behavior in everyday class situations has been observed and recorded by the teacher. Explain how important it is that they recognize these responses. 2. Have the students predict which positive and negative behaviors will complete the 10 hypotheses presented by the teacher. For example: If a PA announcement comes on, then the student will _____. When information has to be carried home by the student, the student will _____. 3. Have the students fill in their predictions on their papers independently. 4. Share results of students' work. Discuss the behaviors as to their accuracy based on teacher's observation data. 5. Discuss ways to improve negative behavior.	Class response behavior data, collected earlier by the teacher.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective: Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize and present information. OBJECTIVE: 1. Draw conclusions.	1. Have student read introduction and two accounts of the Boston Massacre, pp. 110-114. 2. Have students answer, in writing, the two questions cited on page 111. For each account: a. Who started the riot? b. Who was the person most responsible for the death of the Bostonians? 3. Discuss with the class how the accounts differ. 4. Ask each student to determine which account s/he thinks is more accurate. 5. Tell the student to write down his/her decision and give the reason(s) why.	Cuban, Larry and Philip Roden. Promise of America: The Starting Line, "The Boston Massacre," pp. 110-115.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: 1. Draw conclusions.	Use one of the many available open-ended movies with the class. Show the film and then ask students to write briefly their idea about how the story problem should be solved. Randomly place students in groups of five to discuss their solutions to the story problem. Each student can give his/her ideas. Can the group reach consensus? Bring groups back together and ask each group to report on what it agreed upon and what it did not agree upon. List the conclusions reached on the chalkboard.	Trick or Treat Churchill Films 15 minutes, color Clubhouse Boat Churchill Films 19 minutes, color Paper Drive Churchill Films 16 minutes, color

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: m. Remain open to changes in one's opinions.	1. Elicit from students their culture's rules for proper eating and table etiquette. 2. Assure students about their choices. Add other U.S. cultural rules. Discuss total list. 3. Next distribute a work sheet which lists etiquette rules for many places in the world. Have students evaluate each rule by writing a "G" before each "good" way to behave and a "B" before all of the undesirable ways. 4. Then pass out the "Good Manners..." sheet and read aloud together. Discuss cultural similarities and differences. 5. Have students re-do the "G"-"B" rules sheet reflecting the new information. For example, slurping noodles is "B" in the U.S., but "G" in Japan, so it can be designated both "G" and "B".	"Good Manners for Eating in ... " (Some teachers could make up a sheet based on their own knowledge and travel. Other information can be obtained from: Center for Asian Studies 1 Lane Hall University of Michigan Ann Arbor, MI 48109 Center for NearEastern and North African Studies 144 Lane Hall Same as above) Etiquette Evaluation work sheet, made by teacher

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3___ 4-6___ 7-9 X Type of Objective: Attitude___ Knowledge___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: n. Apply what is learned to new situations.	1. Review the 10 common methods of advertising, as identified by Potter, which students learned earlier. 2. Distribute objects from nature (branch, stone, leaf, shell, sand, etc.) 3. Have student choose two of the methods and write/draw two ecology-awareness advertisements for the object. For example, one student may use "testimonial" and "snob appeal." Another may use "facts and figures" and "band wagon." 4. Have students present both ads. Encourage class members to comment and to choose which method or message is most appealing.	Potter, Robert R., English Everywhere: Meaning, Media and You, pp. 163-165.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude ____ Knowledge ____ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: a. Presents own ideas.	Have students, either individually or in groups, plan a company that they would like to own, following these guidelines: A. If you could be your own boss, what would you do? B. If you owned your own company, what would it be? C. How many employees would you have? D. Would you need professionals, white collar workers, or laborers? E. What education must your employees have? F. How long is your work day? G. How much vacation do you offer? H. What are some of your company benefits? I. How many and what type employees would you need to open? Have students decide basic personnel, and write a newspaper classified ad for each position.	*Newspapers Classified Ads

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 _X_ Type of Objective: Attitude _____ Knowledge ____ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: b. Paraphrase what has been heard and obtain agreement from others that paraphrasing is correct.	With students make a list of inventions and technological developments. Technological Developments color T.V. automobile microwave ovens tractor and plow plowing computer, etc. a printing press in operation Have students select one technological development or invention. Ask students to list ways the task performed by the invention or technological development was carried on prior to its existence. Lead discussion of ways life has been affected by the particular development or invention. Obtain suggestions/ideas from all students. From time to time, especially when a statement is unclear or controversial, ask one student to paraphrase what another has said and check it out for accuracy.	Media Magazines Encyclopedia "Man and the Industrial Revolution," McGraw Hill films "Pioneers and Modern Rockets," ACI Films Inc.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge ____ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: c. Listen and respond appropriately.	After a class presentation (a student report, someone's statement of a position during a class discussion, the showing of a film, the completion of a reading selection), involve individual students in summarizing and reacting to what they have heard. For example, students are taking turns summarizing their reports. Have them consider the following questions. 1. What are the main ideas of the report you just heard? 2. How is the report you just heard like that of (name of someone else who has already reported)? How is the report different? 3. What are two things you especially like about the report? 4. With which parts of the report do you agree or disagree? Why?	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 _X_ Type of Objective: Attitude _____ Knowledge ____ Skills __X__ STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: c. Listen and respond appropriately.	Have student research well known personalities in history or present. Divide into groups, with each group preparing an oral presentation for a selected time era: 1500-1600 1601-1700 1701-1800 1801-1900 1901-present Students will present information about personality without revealing the identity of person. Class will guess "Who Am I?"	"Minorities Have Made America Great"(filmstrip) Warren Schloat Productions "Growth of the United States"(filmstrip) Troll Encyclopedia Textbooks

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: d. Solicit clarification from others when needed.	Have students, in groups, select and gather information about a civil rights organization in terms of: -purpose of organization when founded -contributions/activities -purpose of organization at present time -group interpretation of "change" in purpose, if any Share findings with class as a panel.	Urban League NAACP Encyclopedias Guest interviews

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude ____ Knowledge ____ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: e. Encourage others to express themselves.	Have students relate selected historical events to what has occurred during their own life time. EXAMPLE: 1. Are there any present day Boston Tea Parties? 2. How was the life of an eight-year-old living in colonial America like/different from your life today? 3. What are some of the things you do with your time that your parents also did when they were your age? What is different? Share with class individual work. Class discussion in terms of reactions to presentations.	History texts Magazines Media

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: f. Recognize divergent roles within a group.	Before student council election, make a list of officers and their duties: OFFICERS DUTIES President _____ Vice-President _____ Secretary _____ Treasurer _____ and any others. Have a committee listen to student applicants for offices. Select on the basis of "ability to fill role of office."	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 X Type of Objective: Attitude ____ Knowledge ____ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: g. Recognize emotions and feelings operating within a group and allowing for their expression.	Have students respond to the following situations, indicating 1) what they would do if they had to react to the problem, and 2) why they chose as they did. (see attachment) After exercise is completed, have in-group discussions comparing responses. Elicit responses to the question: Would you change any of your responses? Why?	Activity sheets

Listed below are situations that could occur. Beneath each item is space for you to indicate what you would do if you had to react to the problem. Also, explain why you believe your choice is proper. Your reasons are most important.

After you have completed the exercise, discuss your answers with other students in your class. How do their reasons compare with yours? After the discussion, look over the responses again. Would you like to change any of them? Why?

1. You find a box in a restroom which contains a beautiful jacket in your size. A name and address are clearly marked on the box top.

2. You know the names of most drug sellers in your shcool and neighborhood.

3. You regularly see other people shoplifting merchandise from stores.

4. You see other students cheating on class examinations.

5. You are asked by your employer to shortchange customers whenever you can.

6. You are asked repeatedly to join a gang that you know burglarizes homes and probably uses violence against other gangs.

7. You are asked to voluntarily give up meat three days a week to make it possible to send food to starving people in Afria and Asia.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ____ 4-6 ____ 7-9 X Type of Objective: Attitude ____ Knowledge ____ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: h. Recognize and permit the expression of different opinions, beliefs, and ideas in a group.	Have students define a right, a duty, and a privilege. Discuss. Have students complete the attached check list. Discuss responses, as a class, and defend responses. (see list)	check lists: Categorizing

Tell whether each of the actions given is a RIGHT, a DUTY, or a PRIVILEGE, as far as you are concerned. Some might involve more than one. Some may be none of the three. Many are arguable.

1. _____ Drinking at age 17.
2. _____ Voting.
3. _____ Free public education age 5-16.
4. _____ Going to kindergarten at age 5.
5. _____ Dropping out of school at 16.
6. _____ Keeping your own earning for yourself.
7. _____ To void most kinds of contracts (like buying a stereo on credit).
8. _____ Drinking at age 18.
9. _____ To be fed and housed.
10. _____ To have a jury trial if accused of a crime.
11. _____ To be tried in juvenile court rather than in Recorder's court.
12. _____ To support and care for your own children.
13. _____ To abort an unwanted pregnancy.
14. _____ To have an attorney if you are being sued or tried.
15. _____ To expect a doctor, preacher or teacher to keep your secrets.
16. _____ To hang with anyone you want as a friend.
17. _____ Not to be spanked when you do wrong.
18. _____ To make the minimum hourly wage.
19. _____ To be unable to get a real job until you are at least 14.
20. _____ To get even with anyone who does wrong to you.
21. _____ To have privacy in your own school locker.
22. _____ To learn information in your classes.
23. _____ To refuse to pray at a school assembly.
24. _____ To report vandalism and other crimes that you may witness.
25. _____ To have a driver's license.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 _____ 4-6 _____ 7-9 _X_ Type of Objective: Attitude _____ Knowledge ___ Skills _X_ STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: h. Recognize and permit the expression of different values, beliefs and ideas in a group.	Ask the students to identify some instances in which they think progress has been made. Write responses on chalkboard. PROGRESS Invention of Automobile/Development of Computer/ High-rise building Ask the students to discuss the effect each event has had on human life. List responses. PROGRESS EFFECT	Textbooks Magazines Newspapers Encyclopedia Media Transportation Revolution: Story of America's Growth Learning Corporation of America

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 x Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: i. Use conflict resolution strategies.	Brainstorm with students about "conflict" situations in American or World history. In groups, have them select particular situations. Find out about, discuss as a group, and share with the class information and group strategies to resolve group conflict in different ways. Conflict: Antagonists: Resolution steps: 1. 2. 3. 4. 5.	Newspapers Magazines Television Encyclopedias Librarian

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 3. Make decisions. OBJECTIVE: a. Recognize the occasion for decision. b. Analyze the problem. c. Identify alternative courses of action. d. Project...consequences of alternative courses of action. e. Identify values. f. Judge consequences in light of values... g. Choose alternative course of action or some trade-off...	1. After a study of the Boston Massacre and other events leading to the American Revolution, the class is asked to decide this question. "If you were John Adams, would you defend in court of law the British soldiers arrested in the Boston Massacre? Remember you are both an able and respected lawyer in Boston and ordinarily opposed to British policies there." 2. Each student has a short and historically accurate account of the Boston Massacre and the follow-up request to Adams to be the soldiers' defense lawyer. An explanation or review of the decision making process is now in order. Each student will have a copy of the decision making diagram. 3. Although the class may want to talk the case over first in small groups, the teacher will lead the discussion of such questions as these. What actually happened? What What was the problem for John Adams? What courses of action could he take? What would be the consequences if he did defend the soldiers? Woudl these be positive or negative? What would be the consequences if he did not? Positive or negative? What are the big values here? Justice? Pushing your political position? In your judgment which of these courses of action comes closest to fitting the more important value? Do you support some compromise? 4. During the discussion students will keep track of their ideas by filling in the diagram. In the end each student will make a statement of her/his decision with supporting reasons. 5. Students may want to compare their decisions with Adam's. (He did)	A United States history text. Any historically accurate account of Boston Massacre. A diagram of the steps in decision making on a sheet large enough to fill in. STEP 1 What is the problem? STEP 2 What are two courses of action for dealing with the problem? STEP 3 Consequences of the first course of action? Which are positive? Negative? Consequences of the second? Which are positive? Which are negative? STEP 4 What values are involved in this problem? STEP 5 What is your own decision?

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 3. Make decisions. OBJECTIVES: a. Recognize the occasion...for decision. d. Project...consequences of alternative courses of action. e. Identify values... f. Judge consequences in light of goals. g. Make a choice of alternative course of action or some trade-off.	1. As a follow up to a study of environmental problems or the workings of state government, tell the class that they have just been appointed as a Citizens Advisory Board by several communities along the Au Sable River. The class is to make recommendations to the Department of Natural Resources about the use of the Au Sable River. Here's the problem. A too large number of canoeists on one stretch of the river are interfering with fishing, for which that part of the river was intended. People who canoe and people who fish are at odds with one another; so are people who sell to others who canoe or fish. What should be done? Close a stretch of the river to canoeing? Or to fishing? Or compromise? Of course, the Advisory Group understands that they can make majority and minority recommendation reports. 2. Along with a copy of the Au Sable case, each student has a diagram of the steps in decision making. Each student will fill it in during the study. 3. The class will need to go over the steps in the decision making process. 4. Then small groups talk over the problem, what could be done about it, and outcomes. Each group reports out its ideas. 5. Now the teacher leads a discussion through each step in the decision making process. 6. After each student makes his/her own decision, a few students take on the tasks of writing up the majority and minority(s) recommendations.	A teacher-prepared case, taken from a newspaper account of some issue close to students' lives. The AuSable case is simply illustrative. There are dozes of such cases. E.g., Should the city give its trash collectors a raise? Should we substitute a week of school in August for December to save the cost of energy? Should the school take out the vending machines selling junk food in the cafeteria? A diagram of the steps in decision making on a sheet large enough to fill in. STEP 1 What is the problem? STEP 2 What are two courses of action for dealing with this problem? STEP 3 Consequences of the first course of action? Which are positive? Negative? Consequences of the second? Which are positive? Which are negative? STEP 4 What values are involved? STEP 5 What is your own decision?

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge X Skills X STRAND: 3. Make decisions. OBJECTIVES: a. Recognize the occasion ...for decision. b. Analyze...problem. d. Project long and short term consequences of alternative courses of action. f. Judge consequences by values and goals. g. Make a choice of alternative courses of action.	1. Students are asked to decide a case posing this dilemma; should an automobile executive decide to shift research and development a) away from its present program with probable short term pay-offs b) toward another likely in the long run to improve production processes and produce better, cheaper automobiles? 2. Each student will have a "matrix" a chart to fill in, structuring the decision making. Students are to project and evaluate several consequences, "economic" and "human," short-term and long-term. 3. Students discuss the case both in small groups and as a class, and fill in the matrix chart. 4. Each student makes a decision.	The case and the matrix chart, along with suggested teaching procedures, are found in "Mr. Fisther Decides," Social Education 46;1; 25-27, January 1982. The pages can be reproduced for student copies.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 ___ 4-6 ___ 7-9 X Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 3. Make decisions.	Have class students conduct a school survey of projects which students support to replace or expand school activities or community recreational facilities. Assign class groups to find the necessary information about the alternatives available, the costs, the various viewpoints and other factors to be considered. Have students develop realistic action plans for the 2-3 projects with the greatest student support. (Ideally, students could follow-through with attempts to persuade other appropriate student of community groups to help implement the plan selected.) Discuss the criteria for evaluating the plans, critique each plan and have the class select the plan the majority considered. Alternate class decision making assignment could address a school problem such as security or lockers.	Master Curriculum Guide, Part II: Strategies for Teaching Economics, Junior High School Level (Grades 7-9) $6.00 from the Joint Council on Economic Education (T) Community is the Classroom, book by Irwin and Russell from Pendell Publishing Co. (S,T) Current Consumer, periodical published by Curriculum Innovations, $4.50/Semester (S,T)

OBJECTIVES:

a. Recognize the occasion or need for decisions.
b. Analyze the problem.
c. Identify alternative courses of action.
d. Project long and short term consequences of alternative courses of action.
e. Identify realted values and goals.
f. Judge consequences in the light of values and goals.
g. Make a choice of alternative courses of action or some trade-off among them.
h. Develop strategies to carry out the approach.
i. Apply the approach in making a decision or solving a problem.
j. Reevaluate and reformulate the process if goals are not met or new information is introduced.

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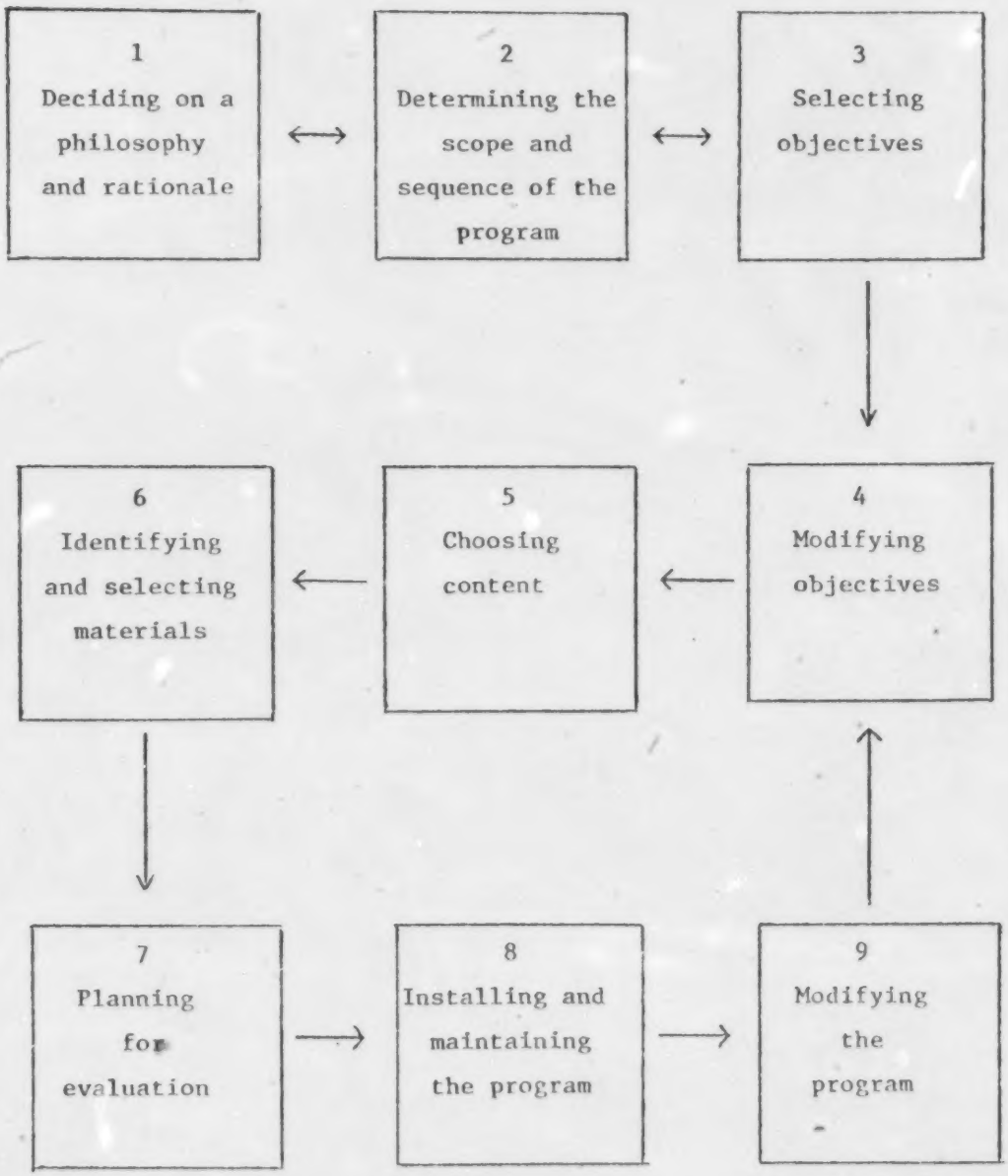
APPENDIX H	EDUCATION ABOUT COOPERATIVES
APPENDIX I	EDUCATION CODES AND STATE BOARD OF EDUCATION RECOMMENDATIONS
APPENDIX J	GLOSSARY

APPENDIX A

A MODEL FOR SOCIAL STUDIES PROGRAM PLANNING

BASED ON STUDENT-CENTERED OBJECTIVES*



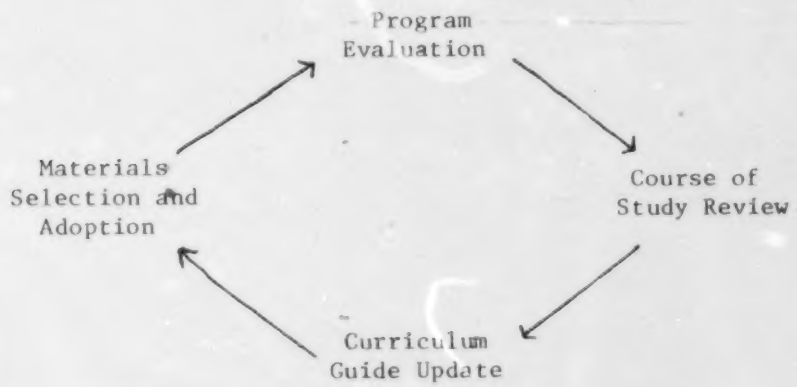
*Davis, James E. and Holey, Frances, Editors, Planning A Social Studies Program: Activities, Guidelines, and Resources. Social Science Education Consortium, Inc. Boulder, Colorado, 1977. pp. 3-6.

APPENDIX A-1

PROGRAM EVALUATION PROCEDURES*

Program evaluation should be a periodic activity for a school district. It involves establishing a set of desired conditions or outcomes for a curricular area, gathering data indicative of the degree to which those outcomes are being attained, measuring the variance between the two sets of information, and determining priorities based on the new information.

A program evaluation should be correlated with activities such as course of study revision, curriculum guide update, and materials selection. Ideally, program evaluation should precede these activities. Eventually, these four activities should occur on a cyclical basis as suggested in the diagram below:



In this sense, program evaluation involves more than the measurement of student attainment of goals and objectives. Student attainment of goals and objectives is just one part of the whole. Program evaluation should also determine which instructional elements, curriculum components, learning settings, and program activities have the greatest positive effect on learning.

In conducting program evaluations several questions need to be addressed:

1. Do the existing courses of study have goals and objectives?
2. Are these goals and objectives stated in such a way that they may be evaluated?
3. What factors are related to the attainment of the goals and objectives?
4. Are the present goals and objectives based on:
   - individual learners and how they learn?
   - society and its needs?
   - organized knowledge?

Once the commitment has been made by school personnel to conduct a program evaluation, an action plan should be developed, implemented and evaluated.

*Course of Study Development: A Process Model. State of Ohio Department of Education. Columbus, Ohio, 1980. Used with permission, all rights reserved.

APPENDIX B

A SAMPLE LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY FOR SOCIAL STUDIES EDUCATION*

The first priority goal of the Saginaw Board of Education is to provide quality educational opportunities in reading, math, science and SOCIAL STUDIES.

Social Studies education is essential to the development of citizenship and must reserve a major role in the total educational program of the Saginaw Schools, from kindergarten through high school. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgable, thoughtful, and ethical participation by its citizens.

In social education four elements are essential: KNOWLEDGE; democratic and humane VALUES; SKILLS in acquiring information and thinking about social affairs; and SOCIAL PARTICIPATION. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

*Used with permission of the Saginaw Public Schools. A Policy Statement should be approved by the local board of education in the district. The Policy Statement would be included in a prescribed course of study along with a sequential listing of courses offered at all levels (K-12) and scope statements for each course (see diagram on page 208).

APPENDIX C

SOCIAL STUDIES CURRICULUM: SCOPE AND SEQUENCE

The social studies curriculum offered in a school district should reflect a logical and consistent approach to curriculum improvement and program development. Historically, most social studies curriculum models reflect the "expanding environment" for grades K-6 and the "contracting environment" for the secondary schools (7-12).

Obviously, for a variety of reasons a district might prefer, with good and sound rationale, to have required or elective courses at grade levels other than those listed. They might also choose to have a larger number of required social studies offerings than what is indicated in the suggested model included in this document.

The suggested sequence listings presented in the publication can be used by a school system as a reference point when the social studies program is examined. The social studies curriculum of a district should be evaluated carefully prior to the year in which textbooks are being adopted. Courses should not be added or eliminated without taking into consideration State Statutes, State Board of Education Recommendations and pertinent local factors. This includes the ideas of students, parents, and others.*

The social studies curriculum at any level - elementary, junior/middle, senior - should not be altered or modified without taking into serious consideration what is taught at the other levels. In particular, as the scope and sequence matters are being determined, serious attention should be given to the appropriateness of what is being proposed in regard to the developmental level of the students and the immediate relevance of the instruction in the lives of the learner. There should be a logical and educationally sound basis for whatever scope and sequence model is followed.

New or experimental curriculum ideas such as interdisciplinary studies involving both the social studies and language arts or social studies and the arts, should be encouraged.

The Michigan State Board of Education has approved position statements and guidelines which include recommendations to all Michigan school districts in regard to global education, consumer economics education, multicultural education, and environmental education. Within this document special attention is also given to the area of law-related education. As Michigan school districts periodically review and revise their social studies program, appropriate attention should be given to these recommendations to insure that appropriate and feasible components are not excluded from their K-12 program.

For example, in regard to multicultural education, attention should be given to the notion that, the confluence of many cultures has been characteristic of American life throughout our history. The great variety of cultures has been a powerful influence in structuring our social system, enriching our national heritage, and creating some of our most critical problems. The social studies curriculum should, wherever relevant, stress the contributions of individuals from many groups to our national development.

*See A Position Statement and Resource Guide on Involvement of Parents and Other Citizens in the Educational System (1982)

APPENDIX C-1

RECOMMENDED SEQUENCE

SOCIAL STUDIES EDUCATION IN MICHIGAN

GRADE	TOPIC
KINDERGARTEN	MYSELF AND OTHERS
GRADE 1	SCHOOL AND FAMILY
GRADE 2	NEIGHBORHOODS
GRADE 3	COMMUNITIES: URBAN, SUBURBAN AND RURAL
GRADE 4	MICHIGAN: LOCAL AND STATE HISTORY/GEOGRAPHY
GRADE 5	THE UNITED STATES AND CANADA
GRADE 6	GEOGRAPHY: WESTERN HEMISPHERE - MEXICO, BRAZIL, ARGENTINA AND CENTRAL AMERICA CULTURAL STUDIES - BLACKS, HISPANICS, AMERICAN INDIANS, ASIAN AMERICANS, AND APPROPRIATE OTHER CULTURAL/ETHNIC GROUPS - WOMEN, AGED AND HANDICAPPED
GRADE 7	GEOGRAPHY: EASTERN HEMISPHERE - ASIA: JAPAN AND CHINA - AFRICA: KENYA, NIGERIA AND SOUTH AFRICA - EUROPE: RUSSIA AND WESTERN EUROPE - THE MIDDLE EAST
GRADE 8	UNITED STATES AND MICHIGAN HISTORY: EXPLORATION - CIVIL WAR
GRADE 9	PRACTICAL LAW (1 SEMESTER) CONSUMER ECONOMICS (1 SEMESTER)
GRADE 10	UNITED STATES AND MICHIGAN HISTORY: RECONSTRUCTION - PRESENT
GRADE 11	CIVICS/GOVERNMENT (1 SEMESTER) GLOBAL ISSUES (1 SEMESTER)
GRADE 12	ELECTIVES

GRADE 9-12 ELECTIVE OFFERINGS:

ANTHROPOLOGY	POLITICAL SCIENCE	ETHNIC STUDIES
ECONOMICS	PSYCHOLOGY	SOCIAL PROBLEMS
GEOGRAPHY	SOCIOLOGY	URBAN STUDIES
HISTORY (STATE AND WORLD)	WOMEN'S STUDIES	ENVIRONMENTAL STUDIES

BASIC GEOGRAPHY SKILLS WILL BE INTRODUCED, MASTERED AND REINFORCED AS APPROPRIATE AT ALL LEVELS.

ATTENTION APPROPRIATE FOR AGE/GRADE LEVELS WILL BE GIVEN AT ALL LEVELS TO ISSUES/TOPICS SUCH AS:

FOOD	RACE AND ETHNICITY	LANGUAGE
HEALTH	RIGHTS AND RESPONSIBILITIES	ARTS AND CULTURE
POPULATION	RELIGIOUS ISSUES	ENERGY
WAR AND ARMAMENTS	NATURAL CHARACTERISTICS (PHYSICAL GEOGRAPHY)	POVERTY
ENVIRONMENT	INTERNATIONAL MONETARY AND TRADE RELATIONS	RELATIONS AMONG NATIONS/STATES

APPENDIX D

Social Studies Skills Chart

Skills are one of three categories of objectives included in the Essential Performance Objectives for Social Studies document; attitudes and knowledge are the other two. Skills are listed without content attached simply because listing skills with content would be too cumbersome. In actual classroom teaching situations, however, skills, attitudes, and knowledge are tightly related. A moment's reflection will show us all that students can not practice skills in a vacuum; they must practice and use skills in some content. It is an inefficient use of learning time to practice skills in content not included in the knowledge objectives or, worse yet, in trivial content. At times teachers may want to focus on some skills in a special set of lessons apart from the mainstream of the course. For the most part, however, learning skills should go along with learning knowledge and attitudes in the ordinary flow of a course. A few illustrative learning activities included in this document are generic in nature; that is, the content in which the skills are to be practiced is purposely general, and usable in many sorts of learning activities. Most of the illustrative learning activities, however, show skills in specific content taken from the knowledge or attitude objectives included in the Essential Performance Objectives for Social Studies.

Skills in the Essential Performance Objectives for Social Studies are stated broadly. Since many teachers find more specific listings helpful, skills in #1, "Gather . . . information," are spelled out in the chart on the following pages. Still, limits on specificity are necessary even here, lest the publication of Illustrative Learning Activities be too bulky for use. Consequently, skills in #2, "Skills necessary for participation," and #3, "Decision Making Skills," are repeated with hardly more amplification than appears in their statement in the Essential . . . Objectives.

Skills can be classified in many ways; the classification here follows that in the Essential . . . Objectives. Surely there are other defensible classifications, such as those usually made explicit in good social studies programs and/or commercial textbooks.

The skills which follow are assigned to grade levels, coded as they are listed in Essential . . . Objectives. Nonetheless, it is difficult to say which skills are peculiarly appropriate for some grade levels and not others. Think of the all-important skills in reading. Surely they are important at all grade levels. Here are a few rules of thumb. The more complex the content-the more specific points therein and the more sets of interrelations among them-the harder it is to learn the skills in such content. The greater our unfamiliarity with the points of concent, the greater the lack of concrete experience in the area, the greater is the difficulty of skills tied to it. The more abstract the content, the farther it is removed from concrete experience, the more difficult the learning of skills in such content. The more threatening the content - the more it upsets or contradicts our basic beliefs and feeling of makes us insecure - the harder it is to learn the skills in such content. Moreover, some skills are themselves more complex and hence harder; comprehension is easer than analysis, which is, in turn, easier then evaluation or the process of decision making.

Teachers at all grade levels can and should make the final decision as to what their students can handle. It may help, though, to notice that when skills seem "too difficult" students need simpler content for learning such skills; when skills seem "too easy," students need content that is "harder." The content to which the skills are tied influences ability to learn the skills.

	K-3	4-6	7-9
1. GATHER, ANALYZE, SYNTHESIZE, AND PRESENT INFORMATION			
a. Use a variety of senses to obtain information.	RM	M	A
b. Understand that perceptions of the same object or event may differ from person to person.	R	R	M
c. Choose appropriate sources for information desired.			
1) Books, articles, newspapers, magazines.	R	RM	M
2) Filmstrips, films, pictures, records, video tapes.	R	RM	MA
3) Reference materials such as encyclopedias and dictionaries.	R	RM	MA
4) Library resources such as the card catalogue.	R	MA	A
5) Bibliographic sources such as the Reader's Guide.		R	RM
6) Interviewing appropriate persons.	R	RM	MA
7) Actual observation.	R	R	M
d. Obtain information from a variety of sources.			
1) Reading a variety of materials:			
a) Descriptive and/or explanatory social science/history material.	R	RM	M
b) Charts, graphs, tables, cartoons, diagrams, maps.	R	M	MA
c) Plays, poetry, fiction.	R	RM	M
d) Accounts, stories, cases.	R	RM	M
e) Magazines and newspapers.	R	RM	M
2) Reading			
a) Vocabulary.	RM	MA	A
b) Literal comprehension: e.g., specific points; topic sentences and main ideas; use of chapter and section headings; association with experience; following sequence and organization; paraphrasing.	R	RM	M
c) Interpretive comprehension: e.g., noticing purpose of material; distinguishing fantasy and reality; recognizing similes and metaphors, tone; separating fact from opinion; recognizing point of view; following such relationships as cause/effect, like/difference, argument; seeing omissions.	R	R	RM
d) Read to fit a variety of purposes: e.g., skim, acquire knowledge, enjoy.	R	RM	MA
e) Use study aids in a book: e.g., index, glossary, study questions.	R	M	MA

R = READINESS/EXPOSURE/INTRODCUTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
3. Using maps and globes.			
a) Comprehend a map or globe as a representation of a concrete area.	R	RM	MA
b) Can draw in boundaries, geographic features, cities and such on maps.	R	RM	MA
c) Identify cardinal and intermediate directions on maps and globes.	R	RM	MA
d) Locate common places, geographic features, states, areas, continents, oceans; area patterns; able to use atlas, index.	R	M	MA
e) Find distances by using map scales.	R	RM	MA
f) Use map symbols: e.g., colors, circles, lines, stated in map keys and legends.	R	RM	MA
g) Recognize differences in purposes of maps and globes: distortions from type of projection; maps of historic features; physical and political maps, maps which give some type of information but not other.		RM	M
4. Use time and dates.			
a) Make and read time lines.	R	RM	MA
b) Use time zones.		R	MA
c) Recognize such measures of time as BC/AD, other calendars.		R	M
5) Use pictures, charts, diagrams, tables, graphs, cartoons.			
a) Comprehends as representation of concrete objects and data.	R	RM	MA
b) Literal comprehension: specific points, topics and main ideas; context clues; use of titles, organizational devices, symbols.	R	RM	MA
c) Interpretive comprehension: relations such as like/different, trends; point of view; omissions.	R	RM	M
6) Watch a film, filmstrip, TV program: literal comprehension of points, order, topic and main idea, association with experience; and interpretive comprehension of like/different, cause/effect, point of view, argument, purpose.	R	RM	M
7) Listen to a lecture: e.g., following points in order, asking questions, acting courteously.	R	RM	M
8) Interview by preparing and asking proper questions, making appointments, acting courteously, taking notes or recording.	R	RM	M
9) Observe by noticing what actually happens, asking questions, acting courteously.	R	M	MA
10) Survey by preparing a major question, developing sub-questions, asking proper number of people, summarizing.	R	R	M
11) Follow directions.	RM	M	MA

R = READINESS/EXPOSURE/INTRODUCTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
e. Translate information from one form to another.			
1) Changes a communication to another form: e.g., from a story to a picture, from a main idea to a poster, from quantitative data to a graph, prose to a play, principles and case to a role-play, writing up an observed event.	R	RM	M
2) Take notes.	R	RM	M
3) Outline.	R	RM	M
4) Develop a larger idea out of specific points by comparison and contrast, grouping by criteria, projecting trends.		R	RM
5) Change a communication into simpler language or format or example.	R	RM	M
f. Analyze information.			
1) Taking a communication apart by recognizing major and minor points, assumptions, hypotheses.	R	RM	M
2) Seeing relationships such as points supporting a conclusion, inconsistent or off-subject points, distinguish cause/effect from sequence, simple logical fallacies.		R	RM
3) Recognizing principles of organization such as techniques used to persuade, make a communication effective.		R	RM
g. Express oneself with consistency, continuity, clarity, and conciseness in any given communication such as a written project, a report to the class, a debate.	R	RM	MA
h. Evaluate the quality of information by e.g., recognizing bias, the source and its authority; distinguishing primary from secondary sources, important from unimportant.		R	RM
i. Identify similarities and differences within sets of data and reasons for these differences; e.g., comparing and contrasting accounts of events, basic questions, treatment of topics, arguments.	R	M	MA
j. Frame appropriate research questions: identify what to look for in e.g. a survey, a report.		R	RM
k. Formulate and test generalizations, predictions, and hypotheses based on appropriate information.		R	RM

R = READINESS/EXPOSURE/INTRODUCTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
l. Draw conclusions.	R	RM	M
m. Remain open to change one's opinions.	R	RM	M
n. Apply what is learned to new situations: principles, generalizations, major ideas.	R	RM	M
2. DEVELOP THE SKILLS NECESSARY FOR PARTICIPATION IN SOCIETY AND GOVERNMENTS BOTH AS AN INDIVIDUAL AND AS A MEMBER OF A GROUP			
a. Presents own ideas orally or in reports to the class, in writing, in a display of some sort.	R	MA	A
b. Paraphrase what has been heard and obtain agreement from the speaker that paraphrasing is correct.	R	RM	M
c. Listen and respond appropriately.	M	MA	A
d. Solicit clarification from others when needed.	R	M	MA
e. Encourage others to express themselves.	R	M	MA
f. Recognize divergent roles within a group: e.g., chair, secretary, individual assignment.	R	M	A
g. Recognize emotions and feelings operating within a group.	R	RM	M
h. Recognize and permit the expression of different opinions, beliefs, and ideas in a group.	R	M	MA
i. Use conflict resolution strategies: e.g., sharing, voting, agreed-upon rules, discussion of problems.	R	M	MA
3. MAKE DECISIONS			
a. Recognize the occasion and need for decisions.	R	RM	MA
b. Analyze the problem.	R	MA	MA
c. Identify alternative courses of action.	R	MA	MA
d. Project long and short term consequences of alternative courses of action.	R	MA	A

R = READINESS/EXPOSURE/INTRODUCTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
e. Identify related values and goals.	R	MA	MA
f. Judge consequences in the light of values and goals.	R	MA	MA
g. Make a choice of alternative courses of action or some trade-off among them.	R	RM	MA
h. Develop strategies to carry out the approach.	R	RM	MA
i. Apply the approach in making a decision or solving a problem.	R	RM	MA
j. Reevaluate and reformulate the process if goals have not been met or new information is introduced.	R	RM	MA

R = READINESS/EXPOSURE/INTRODUCTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

APPENDIX E

Goals for Multicultural Education

Education which is multicultural is goal-oriented. Successful implementation of the concept in school curriculum should result in students having:

1. An understanding and appreciation for their own culture and heritage.

2. An understanding and respect for those who belong to cultures other than their own.

3. The ability to interact with others of varying cultural backgrounds.

4. An understanding and acceptance of the concept of cultural pluralism and that the American society is pluralistic in nature.

Goals for Schools: Global Issues

-- To redesign and implement, where appropriate, curriculum and instructional programs to insure that adequate attention is given to global issues, i.e.,

peace	food	human rights
poverty	health	natural resources
population	environment	energy
pollution	racial and ethnic conflict	

-- To provide learning experiences that give students the ability to view the world as an interdependent, pluralistic and global community.

-- To provide learning experiences for students which will enable them to become less ethnocentric and parochial.

APPENDIX F

CURRICULUM AND INSTRUCTION INFUSION MODEL

CURRICULUM AREAS

EMPHASIS/CONCERNS	LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES	SCIENCE	VOCATION/CAREER	VISUAL ARTS	HEALTH	PHYSICAL EDUCATION	MUSIC
MULTICULTURAL									
PERSONAL, INTERPERSONAL AND SOCIAL UNDERSTANDINGS									
COMPENSATORY EDUCATION									
SPECIAL EDUCATION									
BILINGUAL									
CAREER DEVELOPMENT									
ENVIRONMENT									
LAW									
CONSUMER									
GLOBAL									
GIFTED & TALENTED									

One possible way for responding to the demands from various interest groups to include within the curriculum emphasis on their particular concern is to consider what is appropriate and feasible to be included within traditional areas of instruction. It would be impossible to have separate courses for the large number of suggestions received (Emphasis/Concerns Column of above chart), given the limited amount of time in the school day and year, limited amount of resources, limits on in-service education opportunities and such.

APPENDIX F-1

SOCIAL STUDIES COURSE OF STUDY*

What Is A Course of Study

The course of study is both the official statement of what shall be taught in a district and a form of communication. As the official statement of what shall be taught, it represents an educational commitment on the part of school personnel involved in its development and implementation and the board of education which approves it. As a form of communication, it tells school personnel clearly and concisely what is to be taught in a given subject or area of study for a particular grade or combination of grades. It also conveys to all interested persons an accurate description of what is currently being taught.

The course of study is primarily a working document that gives both structure and direction to the educational program. The philosophy of the subject area, as stated in the course of study, should be consistent with the stated philosophy of the school and school district. Goals and objectives should be those which permit accurate assessment of the extent to which objectives are met.

Although educators often use the terms interchangeably, a graded course of study is not a curriculum guide. The course of study and the curriculum guide have separate functions.

Course of Study

1) Prescribes what is to be taught in a given subject or area of study.

2) Is general in nature. Broadly defines the educational program in terms of philosophy, goals, and objectives.

3) Can be changed only by action of the board of education.

*Course of Study Development: A Process Model. State of Ohio, Department of Education, Columbus, Ohio, 1980. All Rights reserved.

SOCIAL STUDIES CURRICULUM GUIDES SHOULD INCLUDE:

1) GRADE/COURSE TITLE
2) TABLE OF CONTENTS
3) INTRODUCTION/HOW TO USE
4) DISTRICT SOCIAL STUDIES PROGRAM PHILOSOPHY
5) DISTRICT SOCIAL STUDIES SCOPE AND SEQUENCE
6) GRADE/COURSE SCOPE STATEMENT
7) LISTING OF SOCIAL STUDIES ATTITUDE, KNOWLEDGE AND SKILL STRANDS, OBJECTIVES, AND GRADE LEVEL/COURSE RESPONSIBILITIES (E.G., READINESS, INTRODUCTION, MASTERY AND APPLICATION/MAINTENANCE)
8) OVERVIEW GRID (LISTING) SHOWING RELATIONSHIPS BETWEEN UNITS AND STRANDS
9) UNITS OF STUDY

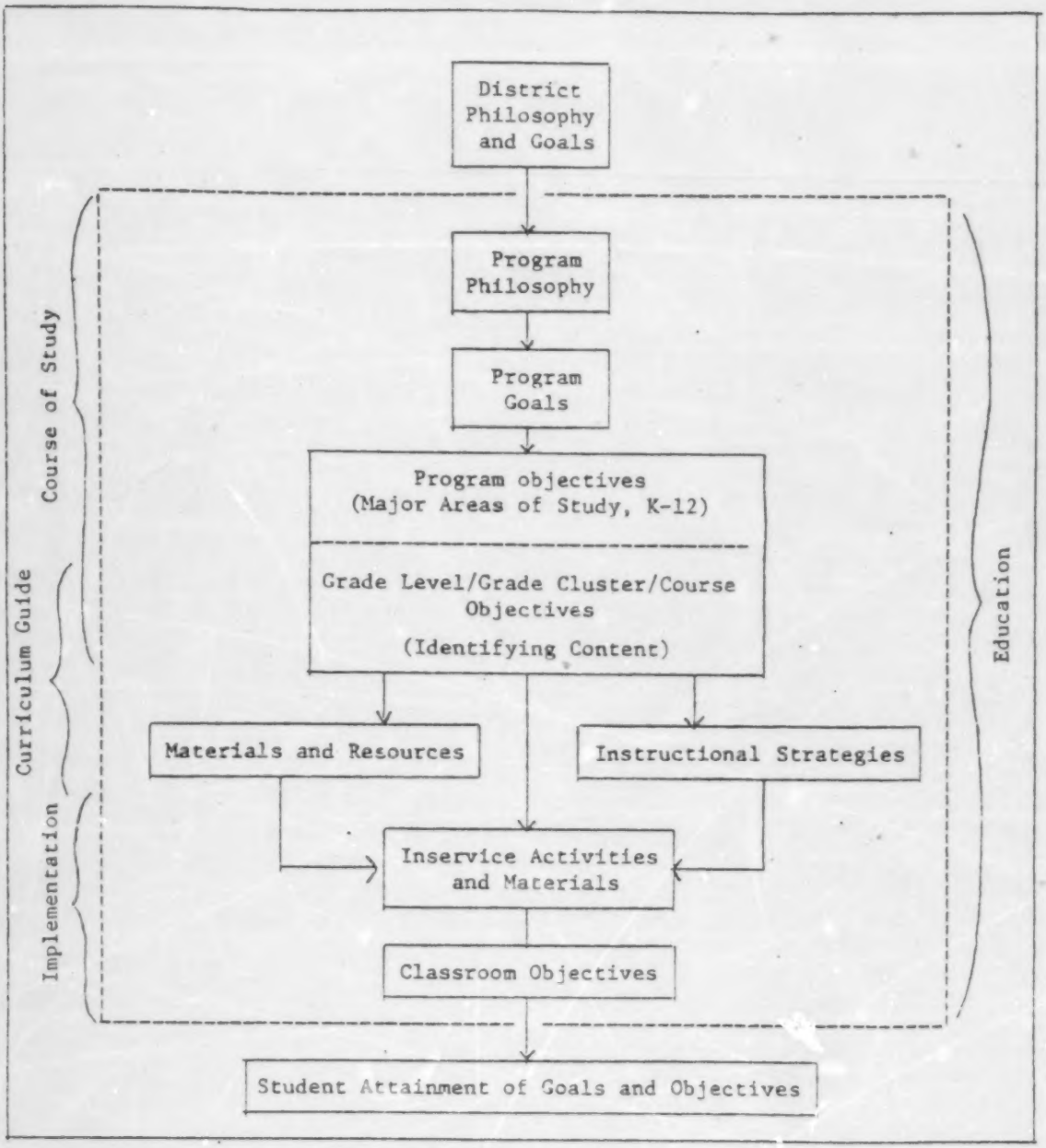
   EACH UNIT INCLUDES:

   - TITLE OF UNIT
   - STRANDS
   - OBJECTIVES
   - LEARNING EXPERIENCE
   - RESOURCES

A CURRICULUM GUIDE*

1) SUGGESTS HOW A GIVEN SUBJECT OR AREA OF STUDY MAY BE TAUGHT.
2) IS SPECIFIC IN NATURE, CONTAINS SUGGESTIONS AS TO INSTRUCTIONAL AIDS, MATERIALS, LEARNING EXPERIENCES, TEACHING METHODS AND STUDENT ASSESSMENT.
3) IS REVISED, ALTERED OR AMENDED AS NECESSARY AT THE DISCRETION OF SCHOOL PERSONNEL.

*Course of Study Development: A Process Model. State of Ohio, Department of Education, Columbus, Ohio, 1980. All rights reserved.



Model for Curriculum Development *

Summary

Course of study requirements are not new in schools. For years schools district personnel have engaged in curriculum review and course of study development in order to provide quality educational programs for students. Four reasons make the course of study essential to a school district's educational program. First, the course of study is mandated by law. Second, the course of study ensures commonality and continuity in the educational program available to students within school districts. Third, the course of study gives parents and students an accurate description of the content that will be covered during a school year. And fourth, the course of study identifies the skills and concepts teachers are responsible for teaching.

*Course of Study Development: A Process Model. State of Ohio, Department of Education, Columbus, Ohio, 1980. All rights reserved.

APPENDIX G

A SUGGESTED POLICY ON CONTROVERSIAL ISSUES*

Parents, administrators, and teachers should be aware of the fact that it may be treasonable to advocate some things but may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers.

Social studies by its very nature contains many areas involving differences of opinion. The voicing and resolution of such differences are essential functions of our democratic society. Avoidance of such areas and issues would weaken the preparation our youth receive for their participation as competent citizens.

All students should have the right, under competent guidance and instruction and in an atmosphere free from bias or prejudice, to study any question, issue, or problem which is relevant in their lives, is vital to the continuation of our society, and is appropriate to their maturity levels.

Administrators, teachers, parents, and students should realize that it is the right of all persons to express an opinion on issues but should insist that such opinions be identified as such and subject to challenge. It should be recognized that in their vital role, teachers need not be neutral, but must be fair. Teachers should be aware of their role as guides, not indoctrinators, and should help their students gain clear perspectives of controversial issues through the processes of sound thinking applied to the researching and processing of valid information which leads to wide decisions relative to such issues.

Only by the guaranteeing of each individual's freedom to make personal decisions can we protect the rights of pupils, teachers, and the patrons of our schools. The failure to guarantee such freedom will undermine the competence of our citizenry in carrying out the essential task of decision making in our society. Such failures provide rich seedbeds for the insidious doctrines of totalitarian movements. Our democracy can only be made strong as we are made aware of our strengths and our weaknesses.

*From page 116, A Course of Study for Social Studies in Utah, copyright 1981, by Utah State Office of Education. Used by permission of the publisher, Utah State Office of Education, Salt Lake City, Utah. All rights reserved.

APPENDIX H

EDUCATION ABOUT COOPERATIVES

In Michigan in 1981, the Governor-appointed Task Force on Cooperatives recommended that the State Department of Education prepare teachers to teach about cooperatives. Following field-testing in Spring, 1983, The Curriculum Guide on Cooperatives: Three Modules for Middle School will be available in Fall, 1983 for statewide and national use. The materials will be adapated for elementary, high school and adult education use in 1983-84. For information contact the Michigan Alliance of Cooperatives, P.O. Box 8032, Ann Arbor, Michigan 48107.

The study of cooperatives provides teachers and students with a unique opportunity to study economic and social life of the U.S. and other societies. Students will consider different patterns of human social interactions and principles of social and economic organization. At the same time, students will learn about different forms of business structures operating in their own community as well as obtain direct experience by participating in producer and consumer cooperatives. In addition to educating students about democratic organizational structures that operate both in the economic and social realms, the study of cooperatives also provides the opportunity to develop crucial life skills of collective action and active involvement and participation in democratic, self-help organizations. Students will become familiar with these concepts both through their study of the history, principles, values, and status of cooperatives and through their own experiences as participants in cooperatives.

The curriculum materials on cooperatives are designed to foster learning of the following key concepts:

1. Cooperative and competitive behaviors and values of humans, and social and economic systems;
2. The four types of business in the U.S. and European economies;
3. The production and consumption roles all citizens play and options available for exercising these roles.

The materials also provide opportunities for teaching the concepts and objectives of the following subject matter:

Social Studies*
Language Arts
Mathematics
Science
Business
Industrial Arts
Home Economics
Creative Arts
Physical Education

*Including all topics recommended for grades 1-12, with 1983 materials specific for 6-9th grade topics: World Cultures, Global Geography; U.S. History, Practical Law; Consumer and Economic Education.

In addition to using conventional classroom methods for academic training, the curriculum materials on cooperatives are designed to help students "learn by doing." Students gain from actual work experience which is structured to strengthen decision-making, problem-solving, planning-evaluating, critical thinking and writing skills. The modules especially focus on leadership development and citizenship training to enhance students' effectiveness both as consumers and productive members of society.

It is recommended that the following curriculum resource materials should be considered when teachers are studying objectives at the 7-9 grade level.

The Curriculum Guide on Cooperatives: Three Modules for Middle School. Published in 1983 by the Michigan Alliance of Cooperatives, P.O. Box 8032, Ann Arbor, Michigan 48107

Attitudes:
- Strand 1: a.
- Strand 2: --
- Strand 3: d, e.
- Strand 4: a, b, c.
- Strand 5: e, f, g, h.

Knowledge:
- Strand 1: d, f, g.
- Strand 2: a, b, e, h, i, j, n, o.
- Strand 3: a, b, c, d, e, f.
- Strand 4: d.
- Strand 5: a, b, f, g, j.
- Strand 6: a, b, c, d, e, g, h, i, j, k, r, o.
- Strand 7: a, b, g, h, i.
- Strand 8: --
- Strand 9: --
- Strand 10: a, b, c, f.
- Strand 11: c, d, e, j, k.

Skills:
- Strand 1: c, d, e, f.
- Strand 2: a, b, c, d, e, f, g, h, i.
- Strand 3: a, b, c, d, e, f, g, h, i, j.

Cooperative Outlooks - Social Studies. Co-operative College of Canada, 141 105th Street, West, Saskatoon, Saskatchewan, S7N 1N3

Attitudes:
- Strand 1: --
- Strand 2: --
- Strand 3: d, e.
- Strand 4: --
- Strand 5: --

Knowledge:
Strand 1: --
Strand 2: a, b, e, h, i, j, n, o.
Strand 3: a, b, c, d, e, f.
Strand 4: a, c, d, h, i.
Strand 5: a, b, f, g, j.
Strand 6: a, b, c, d, e, g, h, i, j, k, n.
Strand 7: --
Strand 8: --
Strand 9: v.
Strand 10: a, c, d, f.
Strand 11: k.

Skills:
Strand 1: --
Strand 2: --
Strand 3: --

Teacher's Guide to the Economy and Business Organization with Student Materials. The Cooperative League of the U.S.A., 1828 L Street, N.W., Suite 1100, Washington, D.C. 20036

Knowledge:
Strand 6: a, b, c, d, e, g, h, i, j, k.
Strand 10: c, f.

A Classroom Money Management Kit. National Credit Union Youth Program, P.O. Box 391, Madison, Wisconsin 53701

Knowledge:
Strand 7: a, b, f, h.

APPENDIX I

EDUCATION CODES AND STATE BOARD OF EDUCATION RECOMMENDATIONS

380.1166 CONSTITUTIONS AND GOVERNMENTS; MANDATORY COURSES: COMMENCEMENT OF INSTRUCTION; EXCEPTION (M.S.A. 15.41166)

Sec. 1166. (1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States, in the constitution of Michigan, and in the history and present form of government in the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state which offers 12 grades shall require a 1-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state, and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be applicable as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

380.1168 CONSUMER ECONOMICS; CURRICULUM GUIDE (M.S.A. 15.41168)

Sec. 1168. The state board shall develop and make available to school districts a recommended curriculum guide including recommended materials for use in schools for teaching consumer economics as a separate course or as parts of other courses.

380.1173 SOCIAL STUDIES; SELECTION AND SURVEY OF INSTRUCTIONAL MATERIALS (M.S.A. 15.41173)

Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society.

(2) The state board shall make a biennial random survey of instructional materials in use in this to determine the progress made in the attainment of these objectives.

380.1174 CULTURE OF ETHNIC, RELIGIOUS, AND RACIAL MINORITIES: CONTRIBUTIONS OF WOMEN; GUIDELINES (M.S.A. 15.41174)

Sec. 1174. (1) The state board may develop guidelines for expanding the existing school curriculum to include materials on the cultures of ethnic, religious, and racial minority peoples, and the contributions of women, as defined by the state board.

(2) Guidelines promulgated pursuant to subsection (1) shall be available for grades K to 12 in every public or nonpublic schools. The guidelines shall include:

(a) History and heritage of ethnic, religious, and racial minorities and of women and their contributions.

(b) Living conditions, beliefs, and customs of ethnic, religious and racial minorities and of women and their contributions.

(c) Problems and prejudices encountered by ethnic, religious, racial minorities and by women.

(d) Word meanings and usage as employed by ethnic, religious, racial minorities and by women.

(e) Culturally related attitudes and behavior of ethnic, religious, racial minorities and women.

State Board Recommendations

Several documents approved by the State Board of Education address matters and contain recommendations specifically related to social studies education in Michigan and are available upon request. Included are:

1) The Common Goals of Michigan Education (1979)

2) The Michigan Essential Skills (1979)

3) Determining Common Goals for Local Schools

4) Position Statement on Multicultural Education (1979)

5) Guidelines for Providing Integrated Education in School Districts (1977) *

6) Guidelines for Global Education (1977)

7) Consumer Economics Education Guidelines (1979)

8) Environmental Education Guidelines (1973)

9) Michigan Life Role Competencies (1978)

10) Bias Review Procedure: A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

*Copies available in State Library, State Department of Education and Regional Educational Media Centers for review purposes only

APPENDIX J

GLOSSARY

ARTICULATED PROGRAM: One in which each course is derived from and builds on those preceding it.

BEHAVIORAL OBJECTIVES: Behavioral objectives are those which are written in terms of expected overt student behavior which is measurable. Many of the objectives included in the Essential Performance Objectives for Social Studies are less specific in nature than strictly defined behavioral objectives.

CONCEPTS: Concepts are ideas that involve broad meaning, are definitional in nature and represent those characteristics that are common to a class or group of things. These ideas may range from the simple (river) to the complex and abstract (justice). Examples:

Culture is a people's way of life: shared ideas, meanings, values, and patterns of behavior, which are integrated, coherent, and, in some degree, changing.

Money is a medium of exchange, a standard measure of value, and a store of value.

Environment is the combination of external social and especially physical conditions which influence people and other living things, both individually and as communities.

Freedom is the opportunity and ability to pursue worthwhile goals.

Demand is the quantity of a good or service that people are willing to buy at a given price.

Capital represents produced goods that can be used as factor inputs for further production.

A social role is a pattern of behavior directed in the form of expectations from one person to another and accepted as a guide to the behavior of individuals as part of their group(s).

COURSE OF STUDY:

A course of study prescribes what is to be taught in a given subject or area of study; is general in nature; broadly defines the educational program in terms of philosophy, goals and objectives; and, can be changed only by action of a board of education (See Appendix F-D.

CURRICULUM GUIDE:

A curriculum guide suggests how a given subject or area of study may be taught; is specific in nature; contains suggestions as to instructional aids, materials, learning activities (experiences) and teaching methods (usually organized into a specific number (6-7) of instructional units); and, is revised, altered or amended as necessary at the discretion of school personnel. Curriculum guides should be revised and/or updated on a regularly scheduled basis (usually every five years).

DISCOVERY METHOD:

Instruction in which students find information or answers on their own in contrast to the expository or lecture method in which this is imparted to students by teachers.

FACTS:

Facts represent things that actually exist or that have happened in the past, the state of things as they are in reality. Acceptable evidence exists to support the "truth" of the data. Examples:

1. Only 20 percent of the American people lived in cities at the start of the Civil War.
2. Franklin D. Roosevelt was president of the United States during 1933 through 1945.
3. John Brown was an abolitionist leader who had fought in many battles in Kansas.

GENERALIZATIONS:

Generalizations are statements that express relationships among concepts and which are capable of proof or verification. They can also be defined as statements of broad applicability. Generalizations may be stated as principles, laws, rules, and conclusions. Sometimes generalizations are referred to as "major ideas." Examples:

1. Specialization has led to interdependence among individuals, communities and nations.
2. Societies require a system of social control in order to survive.
3. People who feel a sense of efficacy are generally active politically.

INQUIRY-BASED INSTRUCTION:

Inquiry-based instruction is that which is characterized by students being actively involved in the learning situations and the process includes:

a. Identifying a purpose for learning
b. Making hypothetical assertions
c. Appraising the hypothetical assertions
d. Searching for supporting or negating evidence
e. Testing the hypothetical assertions
f. Accepting, rejecting, or modifying the hypothetical assertions (value analysis)

INSTRUCTIONAL OBJECTIVES:

Instructional objectives specify the kinds of behaviors desired of students and the content they will be expected to learn. Objectives may be classified as knowledge objectives, skill objectives, and attitude objectives. Some objectives are more significant than others. Examples:

To give examples of things which people value. (knowlege objective)
To participate in the making of rules for classroom and school. (attitude objective)
To identify some of the constitutional rights and liberties guaranteed in the U.S. Constitution. (knowledge objective)
To obtain information from a variety of sources. (skill objective)

LEARNING ACTIVITIES:

Learning activities are those experiences designed to help students acquire appropriate knowledge, attitude and skills. Examples:

Discussing a social issue.
Watching a film.
Conducting research on a topic.
Drawing conclusions from data obtained about a particular problem.

METHODOLOGY:

Teaching methodology refers to the principles, practices, procedures and materials applied to the act of teaching and learning.

QUESTIONING:

Questioning is an expression of inquiry that invites, calls for, or demands a response. The effectiveness of learning activities are dependent upon appropriate types of questions. Teachers generally overuse questions which ask students to recall information or to describe data. Divergent types of questions should be used as much as possible by teachers. This type of question is one where many answers are possible and acceptable. There is no one right answer. It can lead to divergent types of thinking. Convergent types of questions by teachers are those which elicit a simple yes/no or short answer from students. There is a specific "right" answer desired by the teacher.

SCOPE AND SEQUENCE:

The scope of a social studies program denotes the content -- major topics, ideas, and/or themes -- emphasized at each grade level; whereas, the sequence refers specifically to the major content emphasized at each grade level. The scope and sequence are developed only after the philosophy and rationale and goals of the program have been formulated.

STRANDS:

As used in the Essential Performance Objectives for Social Studies document, the term strand refers to a student learning goal which is general in nature and describes what students are expected to learn at each grade level, i.e., under the knowledge category at each level, strand #1. Understand the rights and responsibilities of democratic citizenship.

TEACHING STRATEGIES: Teaching strategies represent specific and other sequentially ordered procedures which teachers can use in the classroom to bring about desirable learning results.

TEACHING TECHNIQUES: Teaching techniques refer to the systematic procedures used by teachers whereby various classroom tasks such as satisfying particular objectives, explaining information, conceptualization, etc., are accomplished.

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